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In the second of a series of statewide seminars sponsored by the Wisconsin Area Planning and Development Consortium Committee, 46 persons representing 23 institutions, agencies and commissions met to discuss the role of the state's colleges and universities in community and area resource development. The specific objectives of the meeting were: "to examine the role of institutions of higher education in Wisconsin in the solution of community problems; to develop a better understanding of the programs and resources available through state agencies, institutions, commissions and private firms that can assist in community and area resource development; to formulate plans whereby the Wisconsin Area Planning and Development Consortium Project can be of greater assistance to institutions of higher education in their resource development programs." These proceedings present, in full or summary form, the major papers given by officials of Wisconsin state universities, University Extension, The University of Wisconsin, private colleges and universities, vocational, technical and adult education schools, state agencies and commissions, and officials of local government and concerned agencies. Besides discussing local public service activities, the papers describe regional planning agencies and programs. This document further develops the reports of purposes, accomplishments and resources of the projects summarized in Proceedings No. 1 of the Consortium. (JS)

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ROLE OF WISCONSIN INSTITUTIONS OF HIGHER EDUCATION IN AREA RESOURCE PLANNING AND DEVELOPMENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ROLE OF WISCONSIN INSTITUTIONS OF HIGHER EDUCATION IN AREA RESOURCE PLANNING AND DEVELOPMENT

Proceedings of seminar September 19-21, 1968
Wisconsin State University-Superior

Seminar sponsored by the Consortium Project Committee
Title I Higher Education Act 1965
Dean Paul A. Yambert, WSU-Stevens Point, Chairman
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ROLE OF WISCONSIN INSTITUTIONS OF HIGHER EDUCATION IN AREA RESOURCE PLANNING AND DEVELOPMENT

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Introduction

The role of Wisconsin institutions of higher education in community and area resource development was the central theme of the second in a series of state-wide seminars sponsored by the Wisconsin Area Planning and Development Consortium Committee, a program of the Title I Higher Education Act, 1965. There were 46 individuals representing 23 institutions, agencies and commissions that participated in the seminar at Wisconsin State University - Superior, September 19-21, 1968.

Dr. John C. Haugland, Vice President for Academic Affairs, Wisconsin State University-Superior and Director of the University's Community Development Institute was assisted by Professor Robert D. Larson, Co-Director, in hosting the seminar. The Superior Community Development Institute is one of six Title I projects associated with the Wisconsin Area Planning and Development Consortium.

The objectives established for the seminar were:

1. To examine the role of institutions of higher education in Wisconsin in the solution of community problems.

2. To develop a better understanding of the programs and resources available through state agencies, institutions, commissions and private firms that can assist in community and area resource development.

3. To formulate plans whereby the Wisconsin Area Planning and Development Title I Consortium Project can be of greater assistance to institutions of higher education in their resource development programs.

These proceedings present, in full or summary form, the major papers given by officials of Wisconsin State Universities; University Extension, The University of Wisconsin; Private Colleges and Universities; Vocational, Technical and Adult Education Schools; State Agencies and Commissions; and officials of local government and organizations concerned with resource development. Seminar Proceedings No. 2 further develops the reports of purposes, accomplishments and resources being used by Title I Area Planning and Development projects summarized in Proceedings No. 1 of the Consortium.

Appreciation is extended to officials of Wisconsin State University-Superior for their able leadership and excellent physical facilities essential to effectively implement the seminar program; also to Mrs. Karen Manthe and Mrs. Judy Smith of the Community Resource Development Unit, Department of Agricultural and Extension Education, University of Wisconsin, Madison, for editing and processing this report.

Dean Paul A. Yambert
Dr. Robert C. Clark

The Challenge of Planning
For Community Resource Development

Dr. Gale L. VandeBerg, Dean, Division of Economic and
Environmental Development, University Extension
The University of Wisconsin, Madison

Introduction

This conference should certainly be recorded as a milestone in the evolution of effective relationships of Wisconsin's institutions of higher education as they cooperate to focus on the practical problems and concerns of Wisconsin citizens. It is obviously an evidence of influence that can result from outside assistance in shaping a cooperative relationship among institutions -- in this case Title I of the Higher Education Act. Without that influence no such extensive efforts would be underway.

My assigned title is easy for me since I have a deep commitment to this matter of "community planning"--a commitment born of extensive experience in organizing and counselling planning groups at the local level as a county Extension agent in the 40's and early 50's and in recent years, through study, research, and training.

Reasons for planning and the importance of planning for community development have become evident to most people, especially to you who are gathered here. You have all cited figures for concern and even alarm.

It doesn't make sense that some seventy percent of the United States' population is jammed on two percent of the land and, still, year in and year out millions of unprepared rural people continue to crowd into those areas, mushrooming the social and economic problems there and compounding the problems in communities they abandoned.

It is alarming to note that another 80 million or more people will probably join this crowd during the next 30 years.

It is even more disturbing when one analyzes the inequities which develop among groups of people and among and within communities because of the kinds of population shifts taking place. The young, the educated, the higher wage earner flee certain areas, leaving a disproportionate population for optimum living conditions. This creates a congregation of individuals, especially in cities, of low income or low educational level, or some other group characteristic, creating social and economic chaos. The transportation systems, coupled with the ability of large numbers of people to use them results in week-end rushes, vacations, summer cottages, and other movements and social phenomena which tax the natural and recreational resources of the country and state. One shudders at the effect of an almost immediate 25 percent increase in population plus the effect of increased mobility on the natural resources, water availability, pollution, public services, schools, highways, etc. etc.

It is not necessary to pursue the need nor importance of planning with you. However, I am one who believes that if adequate steps are to be taken to stem the tide of rural to urban; to make rural America a more attractive environment for jobs, for year around living, for rearing families; to preserve our natural resources so essential to satisfactory environments, recreation and living--if these trends and similar ones are to come about they will occur because local citizens become informed and concerned enough to act and take advantage of technical assistance available. The outsider, the county, state or private planners, have much to contribute. But unless and until local citizens all over a state -- yes, even a nation -- become concerned and active, no major change in trends is likely.

My point is that, combined, the institutions of higher education have the knowhow and the unbiased status to inform and assist local citizens in understanding their problems and opportunities; convince them of the need for study and planning and help them make effective use of local, county, state and federal technical and financial assistance that is available--IF--if the resources of the institution can be mobilized.

It is difficult to find anyone who doesn't support the ideas:

--that migration to the cities should be reversed or at least slowed or stopped.
--that industry and jobs should increasingly move to rural areas.
--that better schools and hospitals and water facilities and other public services are essential to rural areas.
--that pollution of our natural resources should be stopped.
--that planned communities are essential.
--that wholesome recreation and entertainment for young and old should be "the order of day."
--that all individuals need equal opportunity and treatment.

Why, then, are these kinds of things not taking place? Have we really come to grips with the problems of this era? What are we teaching or not teaching in our schools and colleges that should influence people toward their roles and acceptance of responsibilities for planning? Of course, it takes time and large sums of money. But I think that neither the faculties as a whole nor the administrators responsible for the budget and direction of Cooperative Extension and University Extension at UW nor the top level administrators at UW and the other institutions of higher education have ever seriously considered or accepted the significance of their potential impact and responsibility for what happens in the communities of Wisconsin and America. In very recent years such institutions seem to be desperately seeking--probing--reaching out to do something relating to social strife and unrest and to the environmental quality.

This hurried effort seems to be treatment of symptoms rather than cause -- a piecemeal approach. I commend these efforts. They are evidence of concern, of a growing feeling of responsibility for something outside the classroom and also for relating the classroom to the outside. But I don't believe that those administrators -- nor their faculties have recognized the need to reverse trends, to get at the real base of problems, to find a means of stimulating change of an entire system. They have failed to recognize that such change can occur only when there is massive concern, coordinated planning and action by citizens in cooperation with agencies and institutions on a vast scale -- county by county -- region by region -- state by state and nationally.

There are many kinds of planning, many levels of sophistication. Some are general, some specific. I'm not going to discuss planning by agencies, institutions, government units nor private planning firms. All have significant roles and more -- much more -- effort in this direction is needed. Also there are numerous small communities and some areas of larger ones where a university or college is providing leadership and also functioning as a learning laboratory in planning for some facet of community development. Excellent! They must be expanded!

Citizen Planning for Total Community Resource Development

I want to spend the rest of my time on citizen involvement in planning for total community resource development and the importance of the institutions of higher education serving these groups in a coordinated manner. This is a much broader, more general function than the special projects underway by institutions.

We desperately need a coordinated approach among agencies and institutions to work jointly with local citizenry. Duplication and competing efforts are inconceivable if such a venture is to succeed. There is great need for every institutional and agency resource that can be directed to the cause. Our challenge, it seems to me, is to allocate those resources where they can complement, supplement and do the most good.

First I must outline what I consider the present situation in citizen planning for Community Resource Development. We start with "what is!"

Because of a long history of cooperative federal, state and county funding, the College of Agricultural and Life Sciences of the University of Wisconsin -- the land grant college -- starting nearly 60 years ago was able to mount a comprehensive research and extension program for rural Wisconsin. University of Wisconsin Extension faculty members have been functioning in close liaison with local citizens from every courthouse in the state. All county Extension agents are faculty members of the University of Wisconsin. Increasingly and with varying degrees of success over the years they have been involving local people -- helping local people utilize the resources of other institutions and agencies. These Extension agents are significant resources of higher education in each county. What an asset to start with as we look ahead to a more complete mobilization and utilization of all of the resources of institutions and agencies!

The strength of county Extension agents over the years has come from their ability to identify closely with local citizens. Those county Extension agents who, in the history of the state, have made a major impact on their counties are most often those who were able to get local people intensely involved in decisions regarding desired changes; and thus obtain support for Extension programs to accomplish those changes. As an example, I will use an old timer in Cooperative Extension. A county agent named George Baumeister who did early and effective work as agricultural agent in Shawano County.

In George Baumeister's day his efforts to involve local citizens in planning were aimed directly at agricultural people. He organized what today I would call a study and planning group for agricultural development. He not only organized them, he provided continuous responsibilities for them, provided training and educational experiences for them, and he worked through them. His program and the programs of certain other agencies reflected decisions of this study and planning organization he created. He did not create such an organization because of pressure from Washington or Madison. He did not help this group develop plans to make them eligible for some kind of federal aid. He worked with them because he was firmly convinced that local citizens, local leaders, could and would take an interest in their community; they could and would identify situations needing improvement; they could and would willingly devote their time, with his leadership, to promote programs for their own and the community's welfare. And he did it because he was convinced that his status, his effectiveness, and his programs would be greatly enhanced by such involvements. In today's setting this very process of study and planning in agriculture would have resulted in the effective use of available technical and financial assistance.

The basic principles Baumeister relied on are as sound and useful today as in his county agent days of 40 years ago. Procedures differ because the situations differ. It is the faculty member who recognizes that it is not what he does for people but to them, who proceeds with confidence in the organization and leadership of local citizens and in mobilizing other agency and institution resources in the development of communities.

Basic Premises

Let me try to define "resource development" to make sure we get on the same wave length. I define development as improvement, expansion and growth--changes to what is deemed to be "better" regarding one or more resources. The word resource can be as broad as you want to define it. There are natural resources--land, water, air, minerals, and the flora and fauna associated naturally with them. There are man-made resources such as institutions, business and industrial firms, farms, homes, public utilities, highways, airports, etc., organizations, government agencies, and all of the materials and goods and services at man's disposal.

Some refer to people as human resources. It is people who by their actions and inactions determine the development or deterioration of all other resources.

So, the term resource development is too broad and general to be used generally without an additional adjective. There is water resource development (or deterioration), or more broadly speaking, natural resource development. There is industrial park development, or much more broadly speaking, business and industrial development.There is vocational and library resource development, or much more broadly speaking, educational resource development. There is park development and open space development, or more broadly, recreation resource development. There is medical services development, or much more broadly, community health resource development. There is dairy herd improvement, or much more broadly, agricultural resource development.

When one accepts that there are many kinds of resource development, then the term total resource development has meaning. You can refer to total resource development, or any segment of it, for a village, a city, a county, a region, a state or a nation. The term community adds the dimension of group decision or group action to the term resource development. The community may be a neighborhood, a township, a village, a city, a county or any combinations thereof. With that as a base I will set forth four basic premises to this concept of community resource development.

Premise number 1 is that resource development of some kinds is occurring constantly in many communities and will continue to take place with or without University Extension and with or without action by other agencies and institutions of higher education. Likewise, resource deterioration of some kinds is taking place, often at alarming rates.

Premise number 2 is that resource deterioration can be slowed, and frequently reversed to resource development by sound planning with follow-up action programs. Conversely, resource development can be accelerated in most situations by sound planning as a guide to action.

Deterioration of resources does not require planning. Rather with an expanding population, the absence of planning invites over-taxing and deterioration of resources. Developing or improving resources does require a plan by some person or group of persons. I know of no major educational or organizational achievement, no major improvement in any resource that was not based upon sound planning.

Premise number 3 is that for maximum development to occur, local people must be involved in the planning process, must be committed to the development goals. There are those who believe that if outside professional planners can be brought in to develop what is called comprehensive plans (701 or otherwise) for a community or county or multi-county area, the planning task is accomplished better than if local citizens take up the task. There are numerous cases which refute that easy means of discharging the educational responsibility to planning for resource development through local citizens.

Frequently, professional plans are not effectively used. This is not because professional plans aren't useful nor that professional planners aren't very important. Their work from the outside can contribute significantly to local developments of many kinds. But, there is a gap to bridge and in our combined education institutions we have the machinery, knowledge and skill to bridge it -- if we will. It is when local people determine the goals for their own communities that plans to achieve those goals become useful. Obviously, however, they ought not try to determine goals without facts and an understanding of the implications of various alternatives and opportunities. And that gives us our charge!

Premise number 4 is that resource development and overall planning for resource development are distinctly different operations. Groups of individuals study facts and trends, survey situations, determine needs, set goals and make recommendations for attaining those goals or objectives. Such groups intermittantly re-evaluate, take stock of progress and of changing situations and modify, expand or redirect goals or objectives. It is a continuing process and requires an organized plan to be effective. But, planning in itself does not develop or improve any resource, except the leadership and planning abilities of the individuals involved.

It is when those recommendations are acted upon, carried out, that development takes place.

Using this premise then, every agency, institution and organization which carries out improvement programs or projects in a community is engaged in some kind of resource development. The only difference is in the resource or resources on which they focus and in the geographic area within which they operate.

The Citizen Planning Function

In addition to the on-going action programs of each individual Extension agent, and of each agency and institution and organization serving an area, there is a more general but most significant over-all citizen planning function. Such a function must provide for identification with the various agencies, organizations and institutions, identification with any professional planners in the area and, of course, for effective local citizen study and planning.

It is in this function that our challenge lies! There is no other Extension program activity that has so much potential impact on the future of society, the future of a community, a county, or a region.

Leadership for this function of planning for total resource development or community resource development is a major undertaking requiring a major time commitment from one member of any given county Extension staff, and lesser commitments from the other staff members of that office plus staff from other agencies and institutions.

The challenge here is not that of the staff personally seeking new industry; not that of providing specific counsel to present businesses or industry; not that of personally organizing a new watershed association and getting conservation practices established; not that of personally carrying on programs to get dairy farmers to control mastitis or convert from dairy to beef farming; not that of conducting a program for ADC mothers; not that of a face lifting for a village touristry center or slum area; not that of getting 4-H leaders to carry out a specific community improvement program. All of these are important but they do not illustrate the challenge before us in this function of over-all planning by citizens for community resource development.

Not only the programs or projects just mentioned, but similar area project and programs of all agencies, institutions, and organizations could grow out of this over-all planning function. Well done, then, this over-all planning for resource development function could have significant influence on county government, on institutional action programs, on agency programs, and even on private firms or individuals as they develop specific resources.

The challenge to educators, including county Extension faculty, is to be the brains behind such an undertaking; to be the engineer, designers, coordinators, leaders of the over-all operation; to see to it that the right people and agencies and institutions are involved at the right times, that the process continues and functions effectively and that "things happen."

Clientele

Just as one can identify a clientele or several clientele groups for a major project in forage quality for high protein, e.g. dairy farmers, implement dealers, seed and fertilizer dealers, insecticide handlers; so too are there several specific clientele groups for those who undertake leadership for over-all planning for community resource development. I will identify six such groups.

1. Other agency and institutional personnel who serve or can serve the "community." The need here is to provide learning experiences that establish common understanding of community resource development and agreement on a common set of objectives. This clientele group in a given county or area need experiences which will cause them to:

--understand the endeavor
--become committed to the endeavor
--become mission oriented to the county or "community" rather than agency oriented to following memorandums and doing routine reporting
--come to identify appropriate, positive roles in the process and to learn how to perform those roles skillfully.

Programs can be designed to provide the necessary learning experiences to bring these things about if the leader of this effort truly wants to and if he makes use of institutional and agency staff resources available. The teaching plan or project plan for this purpose needs to be as carefully and completely developed as that for any action program. This is also true for each of the following clientele groups I will mention.

2. Individuals in the governmental power structure of the county or community. These might include county board members, city or village mayors, councilmen, parks commissioners, etc. This group needs experience to help them understand social and economic changes taking place and the resultant need for involvement of their "constituents" in the over-all planning and decision making processes. These are legitimizers and their attitudes are very important to any efforts put forth.

3. Professional planners and planning commission members. This group, or in some cases it may be only an individual, needs experiences that help them understand the rational for citizen planning and how their own efforts can be enhanced by a direct association with them. They also have need for continuing education in their own fields which our various institutions should find ways of providing.

4. Citizen leaders who are to be involved in the study and planning processes. The role here is twofold. One is the whole organizational and coordination role on a continuing basis. This role consists of arranging for study or planning groups, resource people to serve them, getting reports from them, consolidating recommendations of various groups into useful public statements and arranging to have recommendations transmitted to those who can take action on them. The other role with this important group is the educational role relating to organizational effectiveness. The need here is for experiences to help the members of the planning groups understand the process and to learn how to carry out their roles effectively as chairman, secretary, and committee member.

5. Special groups not accustomed to regular representation on planning groups. Certain ethnic groups and disadvantaged people of one kind or another exist in most counties (or "communities"). Frequently their needs and interests are not well represented by those who participate in organized planning. Some such groups may not vocalize or communicate well in planning sessions. Yet, a way must be found to have dialogue with them and to become aware of their concerns and needs for consideration in the organized planning process. This requires a plan.

6. The general public. A good public information program with progress reports and activity reports enhances committee activity and also the likelihood of developing action relating to committee recommendations. It also provides for a sense of accomplishment on the part of those who are involved.

I would summarize this section on clientele by stating that the objective in planning for over-all community resource development is:

> To establish and maintain an organizational structure that will provide for sound, systematic planning by local citizens and, consequently, influence the action programs of the various agencies, organizations, institutions, and government units as well as firms, farms, and other individuals.

The immediate objective of the planning group is a plan. In this case, the plan consists only of sets of recommendations and identifies means for their attainment. The purpose of the plan is, of course, to increase economic opportunity and the quality of living in an area. It is to deter deterioration of resources and accelerate the development of resources. If these things are to happen the recommendations must be sound, must be accepted by local people and must be acted upon.

The Role

There is a tendency for those who undertake the leadership for the over-all resource planning as well as the citizen planning committees, to identify a specific situation that needs changing and permit the committee to veer off course and focus on that specific development. All such special projects need to be kept separate from the over-all planning function. They are important and need to be done, but to let the over-all planning group follow the various side-trails results in failure in the over-all mission. Inept or inadequate citizen planning activity is generally due to failures in performing the organizational and coordination leadership role. This is not willful neglect but more likely a lack of understanding of the role and insufficient time allocated to perform it.

There are certain essentials to effective performance of the organizational-coordination role:

1. Support from the county governing board of Extension agent time devoted to this activity.

2. Commitment to and understanding of the specific organizational leadership responsibilities on the part of the county Extension staff.

3. Commitment and understanding from the members of a county technical advisory panel as to the total process, Extension's organizational leadership role, roles of other agency and institional personnel and professional staff from other sources.

4. Understanding among professional planning agencies, personnel on local planning boards, and top leadership among other agencies and institutions in the county.

5. A complete written design for the organizational structure and the detailed procedures for establishing and maintaining it.

6. Chairmen and secretaries trained in the roles they are to play for committees and subcommittees or study groups.

7. Adequate facts in a usable form provided to study group or subcommittee chairmen.

8. Professional or technical consultants available to every study group or subcommittee to help with surveys, interpretations, getting new information, etc. All such consultants must be trained in their relationship to the study group and the total planning process.

9. A clear procedure for channeling information to the central group responsible for communications from the citizen committee as a whole.

10. Clear procedures for relating recommendations to action agencies or groups.

11. Regularly established review, evaluation, and up-dating procedures.

12. Adequate publicity and recognition.

To bring about all those conditions obviously requires the carrying on of many educational programs.

Summary and Conclusions

In summary and conclusion, then, may I make the following points:

1. Resource development by itself is an inadequate descriptive term to many people.

2. Some resource development will continue with or without Extension and with or without any other individual agency or institution.

3. Resource development can be stimulated, accelerated, and expanded, and resource deterioration slowed and stopped with sound planning, involving local citizens jointly with action organizations and agencies.

4. Professional planners and plans are essential and their efforts can be greatly enhanced through joint activity with citizen groups. Belief in, and commitments to, goals by local leaders are essential for any widespread use to be made of development plans. Local citizens cannot, however, substitute for professional planners or agency planners in the development of plans for specific resources.

The role of universities is to gain new knowledge, to assemble known information into useful relationships or groupings (research) and to provide for learning experiences which provide for appropriate use of such information (teaching). A county Extension agent as a faculty member of The University is primarily engaged in that teaching function off campus--he is providing for learning experiences for certain clientele groups (students if you will) to bring about use of knowledge (change) just as the professor is doing in the classroom.

The greatest challenge that faces any teacher is that of designing meaningful learning experiences for people toward established goals. The evaluation of that teacher and satisfactions he receives are in terms of the changes resulting from the "students" who received the learning experiences.

Well done, there is no single project or program with so great a potential influence on the future of a "community" whatever its size than planning for over-all resource development.

I extend my compliments to Dr. Clark, Dean Yambert, Dr. Haugland and others responsible for this conference. To gain maximum impact requires both understanding and commitment by all of us.

While the big job is still ahead, Wisconsin has progressed further in this area of citizen planning for resource development than any state I know. The big challenge we have in higher education, and I think also other related agencies, is to take what we now have -- start from here -- and build a coordinated, complementary and supplementary joint attack, reversing the trends of our times through education, leadership, and coordination of efforts of local people and with those of the agencies and institutions created in this state and country.

Role of the Private Colleges

Dr. Frank P. Zeidler, Director of Development
Alverno College, Milwaukee, Wisconsin

Introduction

A president of an important Eastern university once said that the people of his state expected his university to provide experts on every problem, but that any university or college can provide only a limited amount of expertise, dependent upon skills available in the faculty and the interests of faculty members. This condition is also true of private colleges. With their numerous constraints, private colleges find it far more difficult to engage in a large scale effort in community and resource development than do the public institutions. They must make up in flexibility, genius for invention, insight, dedication and sacrifice for what they lack in numbers, funds, and facilities.

In considering the problem of area development, it has occurred to me that under modern technology and means of communication, there are two general types of human settlements emerging which constitute distinct areas with community and development problems. The most evident of these is the metropolitan area, which may be multi-county or not. The other is the multi-county rural area. The problems of neither of these areas can be easily solved if they are considered within geographical and political bases less than these regional areas. Such a statement as the preceding really requires argumentation; however, it is not the purpose of this paper to argue the merits of this contention, except to point out that unless private and public institutions of higher learning recognize the fundamental character of this need for regional efforts and community and resource development, other efforts can have only limited value or may even be ineffective.

The recent experience of the state's largest city illustrates why an approach to development in a metropolitan area on a basis less than metropolitan is inadequate. The city's policies since 1960 were to attempt to ignore and then to contain the decay of human organization within its inner city. The result was to produce first a deeply divided central city, then to provoke a running warfare between the city and its suburbs, and in the last few days, to cause the mayor to fly into a public rage at the governor of the state. The root cause is that the city did not recognize that it lacked the basic resources--political, economic, social, cultural and spiritual--to overcome its own decline and that what had been needed all along was the combined financial and intellectual base of the Milwaukee Metropolitan area to overcome the internal decay of the central city.

Regarding multi-county rural areas, one has but to look at the endless efforts poured into Menominee County to put the people of that county on their feet. The county was simply too small in population and too underdeveloped to take off once its status was changed from a federal reservation to a county. All across the nation, the rural areas ought to be regrouped to provide sufficient population and tax base to produce effective government. My main contention here is that for effective community or area resource development the principal need in the United States today is a new layer of local government, regional in character--multi-county for rural areas, and metropolitan for urban areas. I believe it is the role of private universities and colleges to sponsor seminars, short courses, and projects which will lead to this more effective regional government. It is interesting to note that the Title I, Higher Education Act administration has in essence evolved a policy of multi-county area development groups, and a metropolitan development group in Milwaukee (the "Inter-Institutional Committee for Title I, Higher Education Act").

To achieve significant results in community and area development, efforts of both public and private institutions are required. In fact the public, at the same time it is manifesting considerable displeasure at the universities and colleges for not controlling disruptive students, is demanding those same institutions to provide answers for social unrest at home, black extremism, white extremism, poverty, the war in Vietnam, the answer to the atomic menace, and the problem of educating the disadvantaged, among other things. The universities and colleges, having more or less held themselves out as community developers, notably through the example of cooperative extension, must now produce the answers.

In this gigantic struggle of the institutions of higher learning to capture control of the forces tending to rend American society, the private universities and colleges of smaller enrollments have many weaknesses and some strengths.

Problems of the Private Institution in Community Resource Development

Some of the weaknesses of private institutions are: limited funds, limited expertise in grantsmanship, tendency to appeal to groups who want to maintain the status quo, restrictions to parochial views of denominational interest, a limited range of faculty and hence of faculty talent, isolation from the mainstream of American society because of cultural or geographical location, and a limited number of disciplines represented in the course offerings.

Against these constrictions, private colleges and universities theoretically should possess the advantages of working on small budgets to produce large results, of freedom to experiment and be flexible, of possessing (especially in denominational colleges) faculty and students with deep commitments to their fellow men, of certain strong community ties, and of the ability to converge with other private institutions for mutual aid.

Some of the above enumerated strengths and weaknesses need to be described. The problem of limited funds of private institutions is almost overwhelming. With the continual rapid inflation, the private colleges and universities are hard pressed for funds to keep going. They cannot easily raise their tuition without pricing themselves out of the market, or else of becoming snob schools that turn out graduates whose views and insensitivity to human needs reinforce the tendencies which are destroying American society. Unfortunately there are private institutions of higher learning who are proceeding in this fashion because their trustees, in their search for large private grants to keep the colleges going, repress inquiry into or discussion of the ills of society, so that these colleges become a hindrance toward proper adjustments within society.

The limited funds of private institutions also hinder these institutions in their ability to undertake community or area development on their own, or even to provide matching resources for public or private grants. To restrict demands for federal funds, Congress usually requires a kind of payment from the recipient agency. Even the smallest kind of matching payment required of small private colleges constitutes an enormous embarrassment for they simply cannot squeeze out of their budgets the matching funds, and to provide matching amounts in kind requires a kind of expertise in grantsmanship which a harassed administration or faculty does not have time to develop. Parenthetically, the kind of matching funds the Congress provides gives some clue to the sense of importance the Congress attaches to specific programs. For super-highways the matching for local or state governments is 10 percent against 90 percent. In the Title I program of Higher Education Act, the program which is expected to solve the ills of American society including those caused by the Interstate highways in the city, the institutions of learning are expected to contribute half of the cost. The Congress cannot really be serious about this program.

Nevertheless with limited ability in grantsmanship, much volunteer time, and some donation of space and facilities, the private institutions have sought to use federal support for their programs of community and area development, and where they have failed to get such support, to push out anyway because in many cases they perceive the needs to be more urgent than does the government.

Another problem that exists in securing public and private grants for funds is that the trustees of most foundations and legislative bodies of most governments are seeking "innovation"--some bit of original brilliant thinking and project execution at a minimum cost that will revolutionize everything and cause the problems to disappear. Any program of proven worth and that should be expanded holds little attraction. The money to conduct such programs must come from elsewhere--meaning the local taxpayer. For private institutions, there is no local taxpayer, only a student paying a tuition charge which usually seems excessive to that student. Private colleges and universities, therefore, need "free" money to engage more effectively in community and area development--money that does not require matching, only accountability for results.

Because of the fiscal limitations on small private institutions of higher education, those that are not bastions of conservatism have had to count on the deep personal commitment of their faculty members to mount any programs at all. These faculty members are often already overworked as they may carry a full course load of twelve teaching hours or more, are expected to do all the supporting work of a faculty member in counselling, participate in important committees, and keep current in their profession. Any time remaining is minimal and work spent in community development merely leads to physical and mental exhaustion.

For this reason that many of the significant efforts in area and community development came out of private denominational or church related colleges, or colleges with faculty who are members of religious communities. People in religious life are often willing to make that extra sacrifice needed to operate a resource development program, and they often put together such programs on their own.

Such people demonstrate a fantastic ability to work on infinitesimal cash budgets, and often times the results in practical benefit to the community far exceed those of highly supported financially secure programs, staffed by professionals.

The extreme financial pressure placed on private school forces a degree of innovation and experimentation and produces some salutary results, but excessive financial pressure, of course, is fatal to any results at all.

Because of restricted financial and personnel resources, there is some tendency for smaller private colleges to develop consortia and pool their efforts. One such limited effort has been underway in the Milwaukee metropolitan area and has produced some good results, not only in the programs upon which convergence occurred but in other programs also. Coordinated effort gives opportunity for private colleges and faculty to get to know each other and through communication to evolve new concepts of programs that can be undertaken.

The limit to the number of disciplines and skills in each private institution tends to cause each college to look elsewhere to piece out its own deficiencies in community and area development. This is salutary, but it also points up a great weakness: the geographical and cultural isolation of the colleges. They are not situated where the action is.

Some private institutions are so remote from problem areas that it constitutes a further burden of their faculty and student time to apply human resources to these problem areas. Others are remote in an ideological sense; their trustees, faculty and students remain untouched by events outside of their schools, businesses or personal lives.

Strategies for Success

Despite all the difficulties private institutions encounter in community and area development, certain strategies can produce success.

The first of these is for the private institutions to lodge in some officer or faculty member the responsibility for community and area development. Such a person could be a senior or rising junior faculty member, the director of extension or adult education, the director of the summer session, or in a pinch, even the development officer, since he seeks federal support for college programs.

The second strategy is for all the colleges in a region, public and private, to form an inter-institutional committee to meet frequently for exchange of views, mutual encouragement, and development of consortia or cooperative effort for common goals. Exchange of expertise in project application also is useful. Out of such inter-institutional effort there is likely to come more new and better programs than could have been conceived by any individual group.

In what types of programs might private institutions of higher education engage? Despite the financial and cultural restrictions surrounding an institution guided by its own inner light, the range of possible programs is really quite large.

The first category of projects, easiest to mount and capable of making significant changes in public attitudes about identifying needs and mounting programs, are seminars. If private institutions, even the smallest, do nothing more, they can mount, by themselves or in conjunction with other groups, seminars on the great problems of our time, and perform in a different way, the basic function of education.

The college with which I have been associated, Alverno College, in the last days of August, 1968, opened its facilities to a group organized under the School Sisters of Saint Francis, to discuss the subject of the "World in Revolution." About seven hundred people enrolled in this seminar and hundreds of others came to hear and learn about the revolution in science, art, ideas, education, and economic development.

The Inter-Institutional Committee in Milwaukee encouraged our small college to conduct a seminar for clergymen on the Negro unrest. The Committee, through another agency, is promoting a housing seminar. One of the private universities sponsored a police-community relations seminar.

For most people in most parts of this state, it is my opinion that through seminars the institutions of higher learning can make the easiest and most rapid advances to educate community leaders on changes in government, on what is needed in economic development, on the nation and its internal problems, on the nation and its international commitments, on the developments of science, on the changes in society required by the foregoing, and on new ethics required to cope with the changes.

Not all work of private colleges and universities need or should be of such broad scope. Some specific action programs for development of model programs must be undertaken. What these programs are will depend on the talents residual in faculties. Many faculty members can be encouraged to develop a Title I proposal in their specific areas for improving human resources.

The political science department could develop a project to educate government leaders about the types and kinds of federal aids available.

Departments of education can engage in programs of adult education or education of the disadvantaged, or education in the Negro, Spanish-American or Indian culture.

Art departments can work with the culturally disadvantaged in many ways.

Departments of sociology or psychology can work on community differences and conflicts.

If one's imagination is not equal to the challenge, there are examples of projects to be found elsewhere in the nation which bear repeating here.

Other programs which can be assayed by private colleges are NDEA programs, educating teachers of the culturally disadvantaged, work in the Upward Bound program, and joint efforts with local systems, public or private, to enrich educational experiences.

One greatly unexplored field is the development of audio-visual materials, especially instructional television materials aimed at producing cultural understanding.

Colleges of a private nature can also develop their library resources to fill out community needs. Colleges in rural areas should develop libraries on natural and human resources.

Urban colleges can develop libraries and materials on local problems, on foreign affairs, on the United Nations or, more importantly, on other cultures in the world.

One obvious idea occurs here: that private colleges can develop a kind of "product differentiation" in some field of human or area resource needs which give it an image, a reputation, and a reason for existence. In the case of private institutions Adam Clayton Powell's expression, "Keep the faith, Baby," means more than keeping the pure light of one's own denominational or caste bias. "Keeping the faith" can mean championing a special program to meet the needs of society determined by the special insights of people highly educated and learned in their disciplines.

A modest yet important program for private universities and colleges is to get their faculties out before the public in formal lectures and programs. Service clubs, church groups, and many groups are looking for instruction and guidance on the perplexing aspects of life. The collegiate leader may not always be sound, but he is more likely to be instructive than others. His contribution to society can be greater when time permits such appearances, and he should be compensated appropriately.

This discussion has been directed toward giving some ideas of what is required for private institutions of higher education to engage in work of a community and area outreach. Alverno College, Milwaukee, recently acquired a lay board of trustees after having had a board consisting solely of members of the School Sisters of Saint Francis. The School Sisters of Saint Francis, recognizing the need for expansion of college effort, provided for the lay board. However, much of the success for the community outreach of this college has come from members of this religious community.

This college, together with The Cardinal Stritch College, and Mount Mary College, formed a consortium, the Cooperative College Urban Program for Learning Exchange. The consortium and a community council in Milwaukee, and some inner city churches, Protestant and Catholic, have brought together an accretion of effort that is showing good results. The tiny strengths of many institutions banded together can produce unexpectedly good results.

The many ways in which Alverno College has participated in projects and activities relating to urban communities are described on page 40.

Role of the Vocational, Technical and Adult Education System

Mr. Roland J. Krogstad
Wisconsin Board of Vocational, Technical and Adult Education
Madison

Introduction

This presentation is based on the assumption that development of the skills and knowledges of an individual as a resource contributes directly, indirectly and influentially toward area and community resource development. It is also based on the assumption that investments in human resources alone are not sufficient to insure massive economic growth of an area or community.

The federal government recognizes the value of vocational training as a tool in upgrading economically depressed areas through various manpower and area development acts.

Economic development and its associated impact on the well-being of our modern society bears a close relationship to the skills and knowledges of all the people of the state. Vocational education conserves natural resources by promoting, disseminating and transmitting skills, knowledges and results of inventions. Inventions are discovered by mechanics and technicians as a result of seeing a need. It conserves human resources by increasing efficiency of human effort, improving and promoting morale, and developing individual intelligence. A strong vocational, technical and adult education system enables development of these skills, abilities and natural resources.

Local and area vocational, technical and adult education boards have the major responsibility in the planning and development of vocational educational programs and services to meet district, regional and state needs. There is economic waste in untrained efforts in production and industrial development.

One factor which business and industry considers when making decisions to expand or locate in an area is the availability of a trained labor force and the proximity of occupational education capabilities and opportunities.

The Wisconsin Vocational, Technical and Adult Education System definitely has a role in community and area resource development. The mission of providing vocational, technical and adult education develops human resources. The mission of providing a competent labor force contributes to business, industrial and agriculture development.

An unemployable person is a wasted resource. The primary objectives of persons attending a vocational and adult school in a 1 or 2 year vocational diploma or technical associate degree program of instruction is to secure the skills necessary to obtain or hold a job in our scientific and technological economy, including such specialized areas as courses for electronics, data processing, fluid-power, practical nursing, dental and medical assistants.

The large majority of the students enroll to use their technical training in preparation for present or future employment. But, vocational training includes much more than this one single objective -- its purpose is by law, "to equip all of this state's people to find their place in the competitive labor market of today". Thus, it includes special training programs to enable physically or mentally handicapped citizens to become self-supporting. It includes efforts to give occupational training to any nonhandicapped person "who, by reason of economic, educational, experimental, sociocultural or other deficiency or inadequacy" is capable of profiting from instruction. Specialized programs have been developed under the Manpower Development and Training Act for unemployed. Adult basic education and adult high school programs are also offered.

The schools of vocational and technical education provide guidance counseling and testing services, health and housing, financial aids, educational consultation and placement service in cooperation with the Wisconsin State Employment Service.

Comprehensive Programs and Services

Since the educational needs, interests and abilities of the people to be served are varied and change through a person's life time, the System is called upon to provide a wide range of vocational, technical and adult education programs and services to youth and adults enrolled on a full-time as well as on a part-time day or evening basis in residence as well as through extended (outreach) services.

The individual is most important. The system must evaluate his abilities; talents and interests, take him where he is, and help him develop his skills, knowledges, attitudes and appreciations to their full potential in order to prepare him for work and to help him improve as a happy, self sufficient, responsible citizen who will contribute to society locally, regionally and nationally.

The system offers a horizontal dimension to educational opportunities through broad based vocational-technical education programs that will contribute to effective performance in a wide variety of skills and jobs in related occupational families in agriculture, business and distributive, health, home economics, trades and industrial and other fields.

The system offers a vertical dimension to educational opportunities through occupational preparation, job related and special education programs such as technical institute associate degree; one and two-year vocational diploma; apprenticeship; extension, collegiate parallel, basic, elementary, secondary and post secondary level programs.

The system offers a flexible and comprehensive dimension through general vocational and adult education programs, many of which are conducted part-time and full-time through short courses, institutes, seminars and other special community and educational services.

Vocational, technical and adult education of people is never completed, but continues periodically for readaptation of the individual to his work and his environment because research, new inventions, methods, materials and processes in a changing technological world produce new requirements for skills, knowledges and attitudes on the job.

The vocational, technical and adult education system continuously analyzes manpower demand, supply and projections and develops new programs designed to meet changing needs and to provide skills in critically short supply. The basic philosophy of meeting the needs remains the same, but programs change as job requirements, human and economic needs and resources change.

These educational opportunities will be provided by or made accessible through each of the eighteen area vocational, technical and adult education districts which may include technical colleges, technical institutes, schools of vocational, technical and adult education, vocational evening schools, and adult education centers.

Staffing on the state and district level is designed to develop extended services and programs of outreach for people with special needs. Many staff are actively involved in membership in various community, professional and service organizations which enables community relationships to identify, analyze and solve community problems.

District or regional boundary lines should not be thought of as walls or barriers but as a means for efficiently providing better service to meet the needs of all people.

Evaluation of these programs is accomplished through definite procedures prescribed in "Guidelines for Vocational-Technical Programs" and follow-up of students.

Open Door Admission Policy

The Wisconsin Board of Vocational, Technical and Adult Education is committed to an open door admission policy. The policy refers to the "open doors" of the districts and not to specific programs. It means that, for any applicant who seriously wants and needs more education, the doors of the district are open.

It recognizes the right of all people to educational benefits and also the responsibility of the districts in meeting each individual's needs. It becomes the responsibility of the guidance, counseling and student services staff to find a suitable program for the individual somewhere in the district, or in the state.

Admission policies and procedures are flexible and are inclusive rather than selective and result in a commitment to what is best for the individual and not what is best for the district.

Cooperative Arrangements

Programs and services are developed through involvement of many public and private groups in determining needs, developing curriculum, locating students, conducting evaluation and achieving student placement.

Cooperative working relationships are maintained with the Wisconsin State Employment Service, Department of Public Instruction, Department of Industry, Labor and Human Relations, Department of Health and Social Services, University of Wisconsin, Cooperative Area Manpower Planning System (CAMPS), State Universities, Coordinating Council for Higher Education, Department of Local Affairs and Development, Labor, Management, Industrial, Business, Agricultural and other private and public groups.

Cooperative arrangements on the local and district level are encouraged with cooperative Educational Service Agencies (CESA), Council of Governments, Community Action Agencies (CAA), Chambers of Commerce, high schools, University Extension, YMCA's and other groups and organizations.

These cooperative arrangements are for the purpose of identifying and analyzing mutual problems and to assist in the planning and implementation of projects, programs and services to meet the health, education, welfare and employment needs of the people. These important relationships are desirable for integrating and relating the system to the communities.

Several means of involvement in community and area resource development include:

1. Identification of problems
2. Assistance in planning
3. Education of the public
4. Dissemination of new developments
5. Implementation of solutions to problems

Coordinators, research and planning personnel, and advisory committees provide vehicles for identifying community problems. The movement into area vocational, technical and adult education districts gives more resources for saturation of urban and rural areas with services and educational programs.

Vocational, technical and adult education personnel should be used in planning programs pertaining to career development and the world of work.

Shops, laboratories and staff specialists can be used for dissemination of new business, industrial and agricultural developments.

One example of involvement is in solution of the community problem of water pollution. A special training course for sewage treatment plant operators and water utility operators was developed to enable them to meet new state certification requirements under new legislation.

Other examples are exploration of an associate degree program for urban development aides, and social services aides.

Adaptation to Changing Needs

Important tools used in adapting to changing needs of the people include: the use of state and local advisory committees, employment of research and planning staff, results of surveys and experimental studies, the proceedings of conferences, seminars and workshops, and constant communication with the people through departmental and area coordinators.

The system conducts occupational needs surveys on both the local and state levels. Many of these are in cooperation with the Wisconsin State Employment Service.

Administrative and reimbursement policies are modified to meet changing needs. It is recognized that changing needs also means a need for leadership development.

Changes requiring legislation are brought to the attention of legislators and other governmental officials and are transmitted to the legislative process through formal and informal procedures.

Summary

There is a need for developing additional models for solving community problems through coordination of efforts among various institutions and organizations.

Vocational, technical and adult education is a primary device for raising productivity and speeding social progress through human, business, industrial, agricultural and area and community resource development.

This system stands ready to cooperate and assist in every way possible within its basic function, purposes, goals, and mission toward accomplishment of the above end.

Role of the State Universities

Dr. Kenneth Lindner, Wisconsin State Universities
Board of Regents Office, Madison

As I understand the goals of this consortium, they constitute an attempt to assist higher education in Wisconsin in establishing comprehensive, coordinated community service and continuing education programs concerned with area planning and development. This assistance to higher education is intended to help identify area development problems and then to provide the resources necessary for effective community planning.

As I tried to evaluate ideas I could bring to you today, it became obvious to me that the topic which I had agreed to talk on is an integral part of another, perhaps broader topic and indeed, as a part of this broader topic I could not properly isolate it for discussion purposes. I have, therefore, taken the liberty of expanding my assignment to include the whole topic of extension and public service. In considering the involvement of the Wisconsin State University System in extension and public service I would like to begin by giving a short historical background indicating the commitment of the Wisconsin State University System in the past, explain the necessity for expansion of programs in this area and then discuss the directions we hope to take in the future.

As most of you know, until 1950 the singular purpose of the institutions in the WSU System was teacher training. The only real demand for continuing education or public service from the WSU System was a demand for credit course offerings to help those people teaching with temporary certificates to work toward the baccalaureate degree and permanent certification. There were, of course, academic departments but they were loosely organized and commitments of staff were such that there was little opportunity for consultative services to the community.

This thumbnail sketch of past performance is not intended to be set in a critical vein. We must recognize that these course offerings which helped so very many Wisconsin teachers acquire the bachelor's degree made an extremely significant contribution to the State of Wisconsin.

Expansion of function of the universities in 1950 to include the offering of liberal arts degrees resulted in considerable growth of the System. This growth stimulated the development of new majors, specialized facilities, and of course resulted in larger faculties with expertise in a variety of new areas. Our extension-public service commitment has not kept pace with this growth.

When the System was an association of teachers' colleges, it pointed its extension offering toward the solution of a problem: to give teachers an opportunity to work toward a degree. The efforts of these institutions resulted in a solution of the problem. Today few Wisconsin classrooms have teachers lacking a degree.

I did not mean to suggest that the State University System is not making a thrust to attempt to utilize its expertise for the good of the State of Wisconsin, but I am suggesting that right now at most of our institutions our total effectiveness compared to our capability is not as great as it was during the "Teachers' College" days. The reasons are rather apparent. Formerly the Dean of Education could predict rather well the need for certain courses at certain locations. These courses were the core of requirements for a degree. We were faced with a clientele which was perhaps not really able to pay, but they were at least willing to pay and thus the System could make its thrust, do its job without any state contribution. It was therefore possible to offer the programs necessary on a basis of total support from fees collected.

It is time, however, to recognize that we are no longer faced with a single, middle-class clientele, almost forced to participate in our programs, at our price. We no longer have large numbers of nondegree teachers who are required to complete their degree in order to continue teaching.

Instead we are now faced with a variety of people and agencies who need our help, action programs need to be developed for fighting poverty, for government in-service training programs, for assistance in resource and economic development, and for such other problems as transportation, housing, welfare and many other complex problems that require the resources of higher education in Wisconsin to help in their solution.

There are so many things that the System is now ready to do: communities can be helped, industry needs consultants, and business can use the expertise which is available in the WSU institutions.

We have, however, some weaknesses that retard our growth and ability to focus expertise on these problems. One weakness that exists in some of the State Universities is the lack of organizational structure in the extension and public service arm. In most cases directing extension and public service is a job that is tacked on to another full-time job. At one institution, the Dean of Education is also Director of Extension; at another it is the Admissions officer; at another the Dean of the Faculty. It will be impossible to develop viable programs that recognize and meet the needs of the communities without personnel who can address themselves to the task on a full-time basis.

Another basic weakness that retards our development I have already touched on; it is the attempt to finance the extension and public service function 100 percent through fees. We can never attack the real problems we should be facing as long as we are tied to the existing method of financing. We will continue to limit ourselves to those areas where programming can maintain high support levels. We will continue to neglect those who perhaps can benefit most, and we must necessarily avoid areas where enrollments may be lower, staff costs higher, and ability to pay generally less. We will fail to furnish service to the smaller communities and less populated areas of Wisconsin when staff resources actually exist and could be used to help solve problems of government, community planning, recreational development, industrial development, conservation, and countless other problems. The situation is extremely unfortunate because the State University System must view itself as a basic community resource.

I do not mean to suggest that we are doing nothing in the area of community and public service. Perhaps I should discuss a few such services that have been made available to communities served by WSU institutions:

1. A biology professor at WSU-Oshkosh has advertised in area newspapers that he will identify, at no cost, any plant an area resident has in his yard if he is free to take a cutting from it.

2. At WSU-La Crosse, plans are being finalized to place the closed circuit television system of the University on the local cable system to enable residents of the community to view educational broadcasts of the University.

3. Even in the area of the Pigeon Lake Field Station local problems have been solved by university biology specialists. In one case the reason for so called "swimmers' itch" was discovered. In another case sudden problems which confronted a business involved in raising goldfish were solved.

4. At WSU-Oshkosh a Bureau of Economic Statistics has been established to enable researchers to have local access to a data bank of area census materials which have been enlarged to include area-city business, agricultural and industrial statistics.

These diverse services are cited to indicate that we are involved but we have not been able to make an organized thrust into the area of public service.

If we really want to recognize the importance of the contributions that the State Universities can make to the areas they serve, we must remove the present requirement whereby programs that fall under the extension - public service heading must be supported 100 percent by fees. For some reason extension has been viewed as a luxury. State funds are used to support education on campus during the day, but if the tag "extension - public service" is placed on the educational opportunity, then it must be completely self-supporting. It must be recognized that education today is not terminal at any level. It must be recognized that the university is a community resource which should be utilized to the utmost for education and service to the area of which it is a part. A change in this support formula will actually make the resources of the university available to the community.

Now consider what is to be done to help the WSU institutions realize their full potential as community resources.

1. Establish a full-time director of the extension position at each institution. We are moving in this direction. Last year we had three such appointments, this year we have six. Expansion of such positions to all institutions will be encouraged.

2. It is the position of the System office staff that we must change the support formula in such a way as to make the resources of the university readily available to the community. A request for budgetary support consistent with this statement will be submitted to our Board of Regents next week. A program will be submitted which suggests that fees cover 66 2/3 percent of program costs with the remaining 33 1/3 percent of the costs to be covered with State funds.

Our extension-public service commitment could come to quick maturity under the support program suggested. As the program progresses, there seems little doubt that our institutions will have a great impact on the solution of many complex problems which must be solved in their respective service areas.

3. Cooperation with University Extension, The University of Wisconsin and Vocational, Technical and Adult Education System. Considerable work has been done by an advisory committee of the Coordinating Council for Higher Education to develop methods for cooperation. We are hopeful that this cooperative effort will take the form of a statewide Joint Extension Planning Committee. This committee would attempt to meet any problems that might arise involving either duplication or unmet program needs. It would also standardize fees and payment to instructors, and maintain an up-to-date inventory of available staff and their qualifications.

Local or area committees are also envisioned as a part of this cooperative approach. These committees would consider local program needs, areas of conflict and cooperation, and in general supplement the work of the statewide committee.

An information systems approach should be developed. This would be similar to the program now listing credit classes but should include all areas of extension.

Facilities and services should be shared when need for such sharing is demonstrated.

Institutional Extension Directors may be appointed jointly between UW Extension and a State University. Such a program has been successfully implemented at WSU-Eau Claire for some time. This could be expanded to other institutions.

In closing I would like to summarize what I have intended to say. Each State University is an integral part of the community and area it serves. As a part of that community and area it has a responsibility to participate in planning possible solutions to problems facing the area which it serves. In facing up to these responsibilities the universities must be able to make their expertise available to community leaders. It seems obvious that it is important to plan extension and public service programs and to budget these programs to make the university a dynamic force in the community of which it is a part.

Role of University Extension, The University of Wisconsin

Dr. Raymond D. Vlasin, Assistant Chancellor for Extension
University Extension and The University of Wisconsin-Green Bay

Introduction

For the past thirteen years I have been concerned with various aspects of natural resource use and development and community development--in research and research administration in these areas and more recently I have been involved in extension and extension administration. I have also taken part in curricula planning and some teaching in these areas as well.

Let me draw upon these experiences as I briefly cover five major items: first, some trends in higher education that are particularly relevant to this second Area Development Seminar; second, a brief description of philosophy, mission and organization of University Extension; third, the role of University Extension in community and area resource development, particularly regarding the public; fourth, the role of University Extension in community and area resource development, particularly regarding other educational units and agencies; and fifth, how we have linked the resources of The University of Wisconsin-Green Bay to University Extension in joint program efforts.

Relevant Trends in Higher Education

Greater Concern for Community Problems and Opportunities. Throughout our society, including that component we call "higher education", we are witnessing increased concern for community problems and opportunities. For some time, we have been at a level of affluence that permits this involvement.

Fortunately, some components of higher education have long had a commitment to working with community problems and opportunities. Cooperative Extension Services and the Experiment Stations are excellent examples. This concern has increased and broadened greatly within institutions of higher education in recent years. Both internal and external stimuli have propelled it forward. It is no accident that the new University of Wisconsin-Green Bay was designed to focus on environmental problems and opportunities with the mission to help improve those problems and opportunities through education.

Drive and Pressure for Greater Relevance and Greater Involvement.[1] A second trend I observe is the pressure for greater relevance of higher education to society's problems. There is a related drive for greater involvement in efforts to resolve those problems.

Boards of Regents are encouraging their faculties to become more relevant to communities and their problems. Dr. Kenneth Lindner, of the Board of Regents of the Wisconsin State Universities, indicated yesterday that State Universities had a responsibility to draw upon their expertise and share it with the communities within which they function. He indicated that they should act now.

The same encouragements are coming from the advisory groups of private colleges and from the advisory groups of vocational, technical and adult education schools. Recall the comments by Dr. Frank Zeidler. He felt that private colleges had definite responsibilities in relating to their communities, even though they had limited funds. He felt much could be done when the staff is so motivated.

Teachers and faculty are pressing for greater relevance and involvement. Students are pressing, sometimes very forcefully, for greater relevance and involvement. They are involved in public service efforts such as VISTA and Peace Corps. They are deeply troubled by an improperly functioning economy and society. They are activists. Some are involved in community betterment projects. And, much of this student activism stems from professors who have sought to end student apathy.[2]

Part of this pressure for greater relevance and involvement comes from communities, community leaders and community activists located near the colleges, universities and vocational, technical and adult education schools. Communities want help. But, they also want evidence that increased tax dollars will be wisely used.

In response to these various pressures, educational units are going further and further into the areas of adult education and community services. Their involvement also may serve to counter or diminish some of the student revolts and the unfavorable public images they create.

Increase in Number of Public Programs. A third trend is the increase in the number of federal, state and local programs for improving human well-being -- including educational opportunities. Those of you who have carefully reviewed the EOA catalog of programs, the HEW catalog of programs and the Commerce and USDA catalogs well know what a profusion of separately funded programs exist.

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[1] See for example Lewis B. Mayhew, Higher Education in the Revolutionary Decades. McCutchan Publishing Company, Berkeley, 1967, Section 1, pp. 4-8.

[2] Op. Cit., pp. 6-7.

A number of recent Acts substantially increases the number of educational units involved in extension efforts. Key legislation fostering such involvement includes:

Title I of Higher Education Act of 1965;
Title I of State Technical Services Act of 1965;
Titles of Acts pertaining to EOA efforts such as for VISTA and CAP;
Titles of Acts pertaining to HUD, to HEW, to EDA and Commerce, to Labor, to NASA, and to Regional Commissions.

Increase in Fund Sources and Available Funds. A fourth trend is the increase in fund sources and in available funds. This follows logically from the previously mentioned trend toward increased numbers of programs. The rise in expenditures for direct federal programs and federally-assisted state and local programs pertaining to education and to other areas has been rapid by any standard.

I'll turn now to the philosophy, mission and organization of University Extension. Before I do this, let me make sure we have a common understanding of the term "extension".

Extension, as I know it, is much more than just extending off-campus the academic courses for freshmen and sophomores. It is more than extending undergraduate and graduate courses. It is more than offering a cafeteria of seminars, meetings and classes for professional improvement and cultural enrichment. It involves a major effort of community service in problem diagnosis, problem analysis and problem solving. It involves a major effort in extending current and new technical information about problems and about new opportunities. This commitment and involvement in helping communities, or groups of persons, in remedying problems and in exploring new opportunities is to me the central thrust of extension efforts in community resource development.

Philosophy, Mission and Organization of University Extension

Philosophy. You have often heard the statement that the boundaries of the State are the boundaries of the University. It has been the philosophy of the University to extend the University and its knowledge resources to all people of the State and to assist all people of the State through education. This philosophy accompanied University Extension from its inception.

From its origin early in the 20th century until today, the "Wisconsin Idea" of extending the University to the entire State has been path-breaking and historic, as well as extremely effective.[3] Wisconsin pioneered in its establishment of the Extension Division, the Cooperative Extension Service, and the Division of Radio-Television. It pioneered again when it recently embodied these units and their programs into a new, more effective model for Extension programming called University Extension.

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[3] The historic nature of Extension's development and effectiveness of current programs are described in University Extension Makes a Difference in Wisconsin, University Extension, The University of Wisconsin. November 1967.

Mission. University Extension is the unit within the University of Wisconsin that has the mission of extending education and community services from the total University to all people of the State. For example, Extension has approximately 322 area and county staff in its Division of Community Programs who annually have more than a half million consultations with individuals who make use of Extension's services through Wisconsin county offices, the UW Center campuses, the new campuses such as UWGB, and at least one State University campus.

These University Extension agents also work with entire communities on a wide variety of endeavors. They extend the total University, including the knowledge and skills of University Extension specialists, the research findings of University staff and others, and a broad array of educational and instructional opportunities.[4]

Organization. In addition to its Division of Community Programs, Extension pioneered in its creation of six other major divisions to plan and carry out its efforts. They are Liberal and Professional Studies; Human Resource Development; Economic and Environmental Development; Staff Development; Educational Communication; and Administrative Services. Faculty of these divisions are a part of functional or programmatic sections, as well as University Extension departments (or integrated departments containing Extension) that are disciplinary or interdisciplinary in nature. These divisions and departments give Wisconsin a unique strength.

One of the points I want to stress is that University Extension extends more than that knowledge created by The University of Wisconsin. It extends knowledge regardless of source and it extends needed and competent faculty resources, from outside of The University of Wisconsin, too.

Role of University Extension Toward the Public in Community Resource Development Efforts

The role that University Extension plays in community resource development (CRD) is both broad and varied. It differs from county to county and region to region depending upon the needs, problems and opportunities of the public and the available educational resources of University Extension. However, there are common dimensions to the CRD efforts.

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[4] For an explanation of some of the more than 50,000 meetings with agricultural, business and civic organizations yearly; the hundreds of special classes, institutes, seminars and conferences held throughout the State; the professional improvement courses and seminars; the cultural enrichment opportunities; the evening classes and independent study programs; and other individual and community development efforts, see University Extension Makes a Difference in Wisconsin, University Extension, The University of Wisconsin. November 1967.

Help Communities Organize for Analysis and Action. University Extension assists with organization of groups to analyze community problems and explore community opportunities. Much of the professional literature in recent times regarding CRD has been devoted to the "organizational dimension".

University Extension has helped to identify the community groups and the community leaders that could make a major contribution to any CRD effort. It has helped identify representation and resources necessary for comprehensive analysis. It has provided technical information and know-how on group organization and group operation.

Provide or Help Make Analyses of Problems and Opportunities. As a second common dimension, University Extension efforts in CRD involve assistance to a community group or groups in their analysis of problems or opportunities. Extension personnel may be involved in such analyses directly or they may serve to bring technical skills together for such analyses from within University Extension, other components of The University of Wisconsin such as from UWGB -- or from other universities, colleges, or elsewhere.

Typically, these analyses will seek to identify the nature and magnitude of current community problems, the resources available to affect those problems, courses of action that may be possible, and likely benefits, costs and other consequences of the actions. Probably, the most difficult problem here has been to carry the analyses beyond a description of current situations and trends. Analysis of possible alternative courses of action and the likely consequences of action are difficult. They require substantial professional skill and input. And, they can be quite costly.

Assist Groups to Make More Informed Decisions. A third common dimension of University Extension's effort in CRD efforts is to assist community leaders and groups make more informed decisions. Notice, I did not say "make improved decisions for the community leaders and groups". The decisions must be their own if they are expected to implement the decisions.

Evaluate Outcome of Actions. Another important role of University Extension in CRD is to evaluate the outcome of actions taken by community groups. Unless we try to measure the consequences of various actions, we will not learn from our past experiences nor will we be able to assist groups in making possible adjustments or improvements in the process of a CRD venture.

Also, as educators, we must evaluate our own effectiveness. We too must know the changes we cause in the understanding of our clientele or audiences.

There are other important roles that University Extension can play in CRD efforts. Some of these are delineated in the report of the National Task

Force on Community Resource Development. If you have not seen, "Community Resource Development",[5] I recommend that you obtain a copy and review it carefully.

Role of University Extension Toward Other Educational Institutions

University Extension has both a mechanism for fostering educational efforts in community resource development and technical and analytical resources to help carry out those efforts. However, its total resources are not sufficient to carry the total burden of extension education in CRD.

Thus, University Extension is challenged to draw other educational institutions into the efforts in an effective and fruitful manner. I should elaborate here on some of the dimensions of this challenge.

Actively Seek Out Others for CRD Efforts. University Extension personnel must identify and contact faculty within State universities, private colleges, and Vocational and Technical Adult Education Districts who can be actively involved in some CRD effort and make a contribution to it. Likewise, faculty from these institutions should seek out Extension faculty in an attempt to identify such situations. The opportunities here for such cooperation are numerous. And, in instances where I have been involved in joint efforts or where I have observed such efforts, I have found them beneficial to the community and rewarding to the various faculties.

Foster Increased Understanding of Relevant Theories and Concepts. Interest, enthusiasm and commitment by the Extension faculty and by faculties of other institutions are necessary but not sufficient. These conditions must be supplemented by an understanding of the various theories and concepts relevant to CRD. Such concepts as community; functional economic areas; growth centers; physical, social, cultural and economic linkages; power structure; resources; development and adjustment; geographic and occupational mobility; feasibility; benefit-cost analysis; externalities; and local participation are among the key concepts which should be understood by those who seek to be most effective in CRD efforts. University Extension specialists can play an important leadership role in explaining the concepts and in drawing upon experiences that will serve to enhance the understanding and effectiveness of interested faculties from other educational institutions.

Build Joint Planning and Joint Programming Efforts. Related to the above two challenges is a third. It is the challenge to University Extension and other educational institutions to actually build joint planning and joint programming efforts. These joint relations must be established at the bench scientist and teacher level and extend to top levels of administration. This is no small challenge because it necessitates that one push aside some traditional institutional loyalties. One must focus first upon the needs of society and various groups within it, and then look to one's educational institution and others as means to an end. Institutional loyalty and institutional building cannot be the chief focus in such a venture.

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[5] Community Resource Development. Report of the Task Force on Community Resource Development, Extension Committee on Organization and Policy. 1968

In the process of developing joint plans and programs, University Extension personnel must provide assistance in the design of educational programs. They must help faculty from other institutions make evaluations about community problems, target clientele for educational efforts, change in understanding sought, subject matter content of the educational effort, and the most effective instructional or communications media for the educational effort. University Extension personnel also must aid in the methodology and techniques of Extension education. Extension personnel have learned much about the techniques of working with adults, about building and holding an audience which is voluntary and not a captive, about aiding communities to diagnose problems, about how to help community leaders and others organize for analysis and for remedial action.

Foster Research Relevant to CRD Efforts. Many of the educational institutions that are now driving to become more relevant to society's problems have much potential for relevant research as well as for community service through Extension. University Extension personnel should foster such research. Further, they should make every effort to aid in bringing information early to the researchers to assist them in research design.

Linking Resources of UWGB with University Extension

I would like to describe for you some of the innovative things UWGB and University Extension are doing. In the process, those of you from Wisconsin State Universities and from private colleges, may get a better feel for the art of the possible.

The University of Wisconsin-Green Bay is a four-campus unit of The University of Wisconsin. Its campuses are at Marinette, Manitowoc, Fox Valley or Menasha, and Green Bay. It has as its focus environmental crises and as its mission to help improve these crises through education. As a part of its mandate, UWGB has a responsibility for efforts in teaching, research and extension or community service.

From its beginning, The University of Wisconsin-Green Bay and University Extension entered into a partnership. Together they developed a philosophy and a framework for joint programs. Together they identified problems for early joint efforts. Together they identified highly competent persons who could serve as joint appointees by UWGB and University Extension and help foster, design, and conduct joint programs. Together they have conducted joint extension programs in visual and performing arts, in environmental quality, in community leadership development, in working with youth and elderly, in political and social conditions, and in a host of other areas. And together the two institutions jointly appointed an Assistant Chancellor to help design and carry out the joint effort between UWGB and University Extension.

I would like to talk on at length about this experience, but I will not. It will suffice here to point out that it has been highly beneficial to the faculties of UWGB and University Extension. More important, the public has gained very significantly from these joint efforts.

In closing, I would like to point out that the institutions of higher education in Wisconsin no longer have the luxury of independent action. For such institutions, it is not a question of whether they will cooperate, it is instead a question of how they will cooperate. Will it be based upon some carefully developed philosophy and framework for joint efforts? Or, will it be done haphazardly based upon "on the ground confrontations?" What is your preference?

Universities' Role in the Planning Process

THE UW ACTS IN RURAL WISCONSIN

William H. Tishler, Assistant Professor
Landscape Architecture, University of Wisconsin

Society is turning to the university for better answers and better techniques to face the magnitude and complexity of planning problems. What better directions can we offer? What will be the university's role in the planning process?

My comments, based on methods and procedures tested in the Title I project dealing with "Preserving and Enhancing the Scenic Quality of Bayfield, Wisconsin," will attempt to indicate ways these procedures can be applied to planning concerns of universities.

First, the educational responsibility of universities demands that they strengthen their efforts to make the public more aware of the need for planning, and the problems that occur from lack of planning.

In the Bayfield study, this was our first critical, educational objective.

1. A series of articles for the local newspaper explained the project, its goals and objectives, and how the University team would attempt to achieve them. We also wanted to sharpen local awareness of community features that should be preserved and enhanced.

2. A series of meetings was held to uncover local opinions. The first program used a slide presentation to emphasize Bayfield's unique features that should be respected by future development. Slides were shown of other Wisconsin communities that have permitted their visual quality to be obliterated with haphazard development. Examples were also presented of communities that have enhanced their charm through well-planned change and growth.

3. To strengthen communications at the grass roots level a series of quarterly newsletters mailed to each boxholder was designed to increase awareness and pride in Bayfield's heritage as well as provide specific, practical recommendations for action and involvement.

Just as the Bayfield project attempted to promote an awareness of the need for planning, so must our universities. In the universities lies a wealth of talent and information that can be communicated to the public. Not only can lectures, discussions and exhibits be utilized, but why not produce more movies such as those done by the Madison campus Department of Agricultural Journalism. These could be shown on television, or in local theatres, multi-media laboratories or awareness centers.

One exciting idea being explored by our department is to convert some of the state agricultural experiment stations into local awareness centers. Here the public could be made aware of the need for planning and learn about the landscape and heritage of a region.

A second major role of the university in the planning process is that of innovator--a generator of better planning techniques and alternatives.

In the Bayfield project we attempted to define a better approach to identifying and enhancing the desirable assets of a community. The need for information and techniques in this area is essential as communities and cities begin to look more and more alike.

In the universities, one of the most promising methods of developing better planning alternatives and techniques is with the multi-disciplinary approach--integrating the talents of university specialists to focus on complex planning problems. A number of centers concerned with this type of activity are being established in the new School of Natural Resources at the University of Wisconsin - Madison.

A third important role of the Universities in the planning process deals with implementation--guiding the physical development that results from planning decisions. Whatever we must deal with--the slum rehabilitation in a large city or renovating Main Street in a rural village--people need help with organizing, directing and doing.

A Community Leader Comments

Mrs. Virginia Burtness, Chamber of Commerce
Bayfield, Wisconsin

I represent a "consumer" of the possible resources you can provide to communities from your institutions of higher education and I recognize that assistance from universities can be valuable to a small community in countless ways.

For many years, Bayfield commercial fishermen, fruit farmers, residents involved in tourist orientated businesses, those involved in education, the gardeners and homemakers, and community leaders have relied on the University for educational information.

As you know, the Bayfield-Apostle Islands region abounds with studies by agencies, commissions and experts in everything from fish and plant life to tourism and harbor development, to name just a few.

Most of these studies and reports can be found on someone's closet shelf, forgotten and unused. These plans are mere scraps of paper until they are put to use. But communities need assistance in implementing the plans. I believe that professional planners and University specialists could use a demonstration concept to implement some of these plans and help people in rural communities solve their problems.

Think also in terms of self-help projects. Suggest, demonstrate and then stand by while projects are carried out. By establishing open communication channels, such as regular newsletters, meetings, universities create a more cooperative attitude among townspeople and thus direct their efforts in some self-help projects.

I would also wish that planners and specialists would be more aggressive in speaking up on issues, controversial or otherwise, that effect planning.

You may be interested in the varied opinions voiced by Bayfield residents. You must recognize that the area has an aging population. Residents fear the increased taxes that will accompany costly development much more than they do an influx of greedy developers. A few skeptics consider the plans "costly and unrealistic." There are those who resent or are suspicious of the advice of experts. Some view the plans as efforts of disinterested students looking for an easy way to earn a degree.

A native who has been involved in community affairs for many years said he felt the average educational level of community leadership available in rural areas was low and he felt local people simply did not have the know-how to carry out plans and recommendations by themselves.

Most people I spoke to agreed that the help of professional planners and University specialists was vital in the implementation of the plan, and many of us are eager to cooperate. The local Garden Club set to work immediately when the City Plan Commission asked them to undertake a street tree planting program. Their project is well underway, and the University has offered assistance.

A nature trail ravine project is also underway, and enthusiasts are seeking ways to find funds to protect steep banks from erosion and construct a parking area for visitors. Another project where help from the experts will be necessary is the promotion of a planned residential development in Bayfield's second ward which was suggested by the University.

Also underway is a sign directory or "sign plaza". Hopefully it will be a beginning of the University's plan for an "awareness center". This is being undertaken by the Bayfield Chamber of Commerce with hope for assistance and ideas from the University.

So you see there are enough of use who want to see the Blueprint plans implemented. We'll work, but we hope you will continue to advise and assist us.

ALVERNO COLLEGE GOES TO THE INNER CITY

Dr. Frank P. Zeidler, Director of Development
Alverno College, Milwaukee

Alverno College sponsors extensive projects and activities relating to urban minorities to carry out its responsibilities as a constructive educational force in today's racially disturbed nation. In this program, its students and faculty members are acquiring an intimate knowledge of the problems through direct contacts and services. These problems concern predominantly the dilemma of the inner city's citizens.

Results of Alverno's programs are already apparent. Through their experiences and first hand involvement, a number of students and faculty members are being prepared for effective leadership and further service in the field of race relations.

Uncounted volunteer hours have been contributed by faculty members and students. Alverno has supplemented grants from federal, state and local governmental and community agencies to engage in a number of undertakings. Alverno has brought to Milwaukee's inner city projects of immediate benefits and lasting human values. College facilities are frequently donated for activities.

Community and social programs have been formulated by the college's Office of Development in concert with college officials and faculty members. Faculty members were instrumental in forming the Cooperative College Urban Program Learning Exchange, a consortium of Alverno, Mount Mary and the Cardinal Stritch colleges. The exchange was established to provide a cooperative, broad-based educational and cultural program for the inner city.

Two particular projects have achieved gratifying results. "Our Library," a volunteer program, started at Faith United Parish House for inner city children, now serves approximately 200 neighborhood youth. Programs include movies, story hours, arts, crafts exhibits and projects and social activities.

A musical "Pied Piper" venture was launched to interest children in cultural activities and to discover and develop hidden talents. Some fifty children were enrolled in voice and instrumental instruction. They are taught in St. James Methodist Church of the inner city by Alverno music faculty members and students.

Assistance to elementary school children of the inner city is the goal of a teaching and personal guidance project. Each of 40 juniors majoring in elementary school teaching was assigned to a pupil as a case study at either the St. Elizabeth's or St. Gaul's school in the inner city. They hold weekly meetings with the pupils, provide tutoring services, and give counseling on personal problems. An additional 40 freshmen volunteered as tutors for other girls.

Sessions between parents and school officials of the inner city have also been sponsored under the direction of the Department of Education. Alverno pioneered in the Milwaukee area in the teaching of Negro history. When the city experienced disorders created by inner city high school students agitating for Negro history courses in 1967, Alverno had already instituted such a course. Alverno's vanguard role in this subject presumably was a basis for its selection as one of 15 colleges and universities in the United States to participate in a federal program to establish African studies curricula.

The college is currently recruiting inner city students for enrollment. Several grants were recently awarded to the inner city students to enable them to enroll for the 1968 fall semester, and others are being considered for future enrollment.

In summer 1968, Alverno completed its fourth annual Institute for Teachers of Disadvantaged Youth, with grants provided through the National Defense Education Act. The institute sponsors "live-ins" to bring teachers from other states, as well as from Milwaukee into the inner city to work with community leaders, welfare agencies, neighborhood organizations, parents and children. The college sponsors a number of public forums, conferences and workshops contributing to understanding of minority problems and the Alverno faculty is strongly identified with leadership in educational fields for community betterment.

Possibly no college in the Milwaukee area has oriented itself more toward the urban minority problem and its solution than has Alverno. No college, certainly, has involved its faculty, students and resources more than Alverno. On a comparative size basis, possibly few colleges in the nation have become so constructively involved.

WATERSHED MANAGEMENT-A COMMUNITY PLANNING PROJECT

Professor Irving L. Korth, Conservation Department
Wisconsin State University - Stevens Point

General goals Wisconsin State University - Stevens Point hopes to accomplish in the community planning process include:

--Solving some of the identified community problems through work with private organizations, state and federal agencies.
--Identifying methods that could apply to the solution of similar problems in other communities.
--Developing a team of experts that could assist other communities on a consultant basis. Also offer University courses in resource development.

Specific examples of University action in community planning can be classified into four categories of involvement:

1. Advisory

Portage County Park Commission established a representative advisory committee to guide in the planning and development of the small watershed development project in the Plover River Drainage Basin in Stevens Point. Committee membership includes a local businessman, county forester, work unit conservationist, University Extension agent, conservation warden and a professor of conservation. Wisconsin State University - Stevens Point involvement, centered in the Conservation Department, permits a more concentrated coordinated focus on the watershed project.

2. Technical Assistance

Wisconsin State University - Stevens Point students in Wildlife Management conducted extensive mapping and compiled resource inventories of the watershed area. These maps and inventories will be useful in locating future developments such as campgrounds and nature trails. Included were: wildlife habitat survey, soil survey, aerial photos of the basin, ownership maps and potential recreational and campsites.

3. Membership on pertinent committees

The project team worked with the Zoning Committee of the Portage County Board of Supervisors to designate the flood plain area as a conservancy district in the zoning ordinance.

4. Public Relations

A canoe trip down the Plover River was arranged to gain public support and explain the scope of the project to community leaders and local decision makers.

Programs and Resources

A REGIONAL PLANNING COMMISSION

Mr. Leland Newman, Director
Northwestern Wisconsin Regional Planning Commission

Introduction

The late Adlai Stevenson once said: "There is a new America every morning when we wake up. It is upon us whether we will it or not. This new America is the sum of many small changes -- a new subdivision here, a new school there, a new industry where yesterday there had been vacant swamp land -- changes that add up to a broad transformation of our lives. Our task is to guide these changes, for, though change is inevitable, change for the better is a full-time job."

I feel that one of the primary responsibilities of the professional planner is to address himself toward the challenges and opportunities presented by this task.

In Wisconsin we are witnessing the day of vastly improved transportation facilities, new housing programs, urban renewal projects, new and improved sewer and water facilities and systems, business and industrial developments, civic improvements, parks and open space programs and a multitude of other social and economic changes that are exerting profound influences on the present and future character of our communities. While most communities need some of these improvements, few have local resources to finance them. Much development is being financed in part through federal and in some cases, state funds which require that a comprehensive planning program be in process before certain grants are made available. This requirement coupled with an increasing awareness of the importance of planning as a continuous function of local government has engendered an unprecendented level of planning activity in the state.

Well over 100 Wisconsin localities and counties are now engaged in comprehensive planning programs. At least that many more have indicated an active interest in initiating such a program as soon as possible, provided federal funds and professional staff can be provided to accommodate their requests for assistance.

The Planning Process

To the professional, planning does not end with the adoption of a general development (master) plan for an area. The value and effectiveness of any plan is determined by the effectiveness with which its recommendations are implemented or updated and adjusted to meet ever changing circumstances. This process represents an attempt to analyze and evaluate the broad spectrum of physical and socio-economic elements and activities as they relate to community growth and development. The role of the professional planner in this process is to skillfully select and employ these elements, recognizing the interdependency of many specialized fields, to guide comprehensive community development, and to help formulate public policies at the community scale. While many community goals are socio-economic in content, it is the translation of these goals into a physical plan that represents the professional planners' major contribution to comprehensive community development. The guidance and direction provided through a well-conceived and well-supported public planning policy is central to his work. The planning process and the professional planner should be the key advisory unit in the policy/decision-making processes of government.

The Northwestern Wisconsin Regional Planning Program

Since my experience is primarily related to one multi-county regional planning commission, I will attempt to limit my discussion to that program.

How the Commission Functions

The Northwestern Wisconsin Regional Planning Commission (NWRPC) was created on January 2, 1959 under the provisions of Section 66.945 Wisconsin Statutes representing the first multi-county planning commission in the state.

The region now contains ten counties: Ashland, Bayfield, Burnett, Douglas, Iron, Price, Rusk, Sawyer, Taylor and Washburn.

The Commission consists of thirty-one persons, four from Douglas County and three from each of the other member counties, appointed for six-year overlapping terms of office by the member county boards. The Commission elects its own officers and is governed by Section 66.945 of the Wisconsin Statutes and its own duly adopted by-laws.

The financial support is derived from annual appropriations of the ten member County Boards of Supervisors, supplemented by the state and federal funds granted for specific work projects. Technical planning services for the Commission are performed by staff from the Department of Local Affairs and Development with the cooperation and assistance of officials and technicians in several federal, state and local agencies.

NWRPC through its by-laws and the state regional planning enabling act has set forth broad objectives to guide the development of the region:

-Help the region to achieve its full economic development potential.

Broaden the range of employment opportunities in the region.
Capitalize on the recreation and scenic qualities of the region.

Improve transportation and other facilities serving the area.
Attract high-quality industrial development in relation to the region's resources and needs of the people.
Encourage the most effective use of water, land and mineral resources.

-Utilize existing land to its best advantage.

Develop a land use plan to guide utilization of the land.
Increase the standards of living by providing adequate services and facilities.
Protect and enhance property values by establishing and enforcing zoning and other essential development regulations.

-Make the most effective use of the region's financial resources.

Encourage future development and services that will result in the least tax burden to the people.
Promote tax savings by eliminating unnecessary expenses and preventing duplication of services.
Make maximum use of existing local, state and federal financial sources to encourage investment in activities that will stimulate the general economy.

As an advisory agency, the Commission and staff strive to accomplish these broad objectives through the following four functions:

1. Identifying and analyzing planning problems.
2. Recommending solutions to these problems to the governing bodies within the region.
3. Preparing, adopting and keeping current a general plan to be used by the governing bodies in guiding development decisions.
4. Promoting planning and plan implementation activities throughout the region.

Planning Activities of the Commission

Since its creation the primary objective of NWRPC has been the establishment of a regional planning program to outline possible means of improving the region and to establish long-range goals to guide its future development.

The initial planning program undertaken by the Commission involved the preparation of a regional General Development Plan for the five-county area including Ashland, Bayfield, Douglas, Iron and Price Counties. The regional plan, adopted by the Commission in October 1964, was the first multi-county plan adopted in the state.

Recognizing the need to provide continuing guidance and to make provisions to update the plan, the Commission established a continuing planning program. During the past two years most of the staff planning activities in these counties have been related to the review and adoption of land use control ordinances, and the establishment of administrative machinery to enforce the ordinances.

New and expanded project involvement and increased interest in local and regional planning activities have established strong cooperative ties at all levels of responsibility between NWRPC and other agencies, organizations, and local units of government.

NWRPC has established strong ties with the Federal Department of Housing and Urban Development. Most of the financial support required to conduct the Commission's activities come from this agency. The Commission has also established regional ties with the Farmers Home Administration to prepare areawide functional sewerage and water facilities plans for some 100 communities and lake areas in the region.

Contacts have also been established with the Economic Development Administration and the Upper Great Lakes Regional Commission. A proposal to create a ten-county Economic Development District coterminous with the region is currently being studied by an advisory committee of the Commission.

Contacts are maintained with the Soil Conservation Service, the U.S. Forestry Service, the Office of Economic Opportunity and the Department of Interior.

The regional planning director also serves on the District TAP which covers the same geographic jurisdiction as the Commission.

Staff services for the Commission are provided by the Department of Local Affairs and Development. The Commission also has relationships with several other state agencies: Natural Resources, Transportation, Health and Social Services, Public Instruction, the State Board of Vocational, Technical and Adult Education, and the Minnesota-Wisconsin Boundary Area Commission.

Close working ties are maintained with University Extension personnel who provide invaluable assistance in the planning program and in helping promote the purposes and objectives of the program throughout the region.

At the regional level, NWRPC works closely with several sister agencies including: the Northwestern Wisconsin and the Indianhead Community Action Agencies, the Duluth-Superior Metropolitan Area Planning and Transportation Study, the Superior-Douglas County Association, the Five-County Development Group, Pri-Ru-Ta Resource Conservation and Development Project.

The NWRPC provides technical planning assistance to member county boards, county planning-zoning committees, and local agencies in conjunction with the implementation of the proposals and ordinances outlined in the regional General Development Plan, and in the preparation of comprehensive development plans for the counties added during 1966.

During the past two years all of the counties in the Northwestern Wisconsin Region have completed review of the regional model sanitary and subdivision control ordinances. Ten counties have adopted sanitary codes and seven have adopted subdivision control ordinances. Zoning ordinance review was initiated in five counties, and it is anticipated that these counties will adopt comprehensive zoning regulations in the coming months. Eight of the counties have hired County Zoning Administrators to enforce the provisions of these new county ordinances.

The NWRPC regional office in Spooner serves as a field office of the Department of Local Affairs and Development to help administer community "701" programs underway in the region and to provide technical assistance and advice to individual communities.

Comprehensive planning, as an active and continuous governmental process, can provide significant inputs to the local decision-making function. This is not to say that the professional planner is a panacea to community development; rather the planner should be viewed as a logical addition to a team of technicians and resource personnel working together on the multiplicity of problems associated with community growth and development.

THE NORTHERN GREAT LAKES RESOURCE DEVELOPMENT COMMITTEE

Mr. M. J. Brunner, Vice Chairman
Northern Great Lakes Resource Development Committee

The Northern Great Lakes Resource Development Committee is an outgrowth of the "Land and People Conference" held at Duluth, Minnesota in September 1963. The "Land and People Conference" was called by Secretary of Agriculture, Orville Freeman after a study had been made of the 81 county area of the Northern Great Lakes region by a Task Force of USDA personnel, including the three state universities and U.S. Forest Service. After the conference representatives of various USDA agencies met and created a Citizens Committee of five from each of the three states. This committee was assigned the task of examining regional needs to improve the economy of the area. They also assigned the services of the regional Technical Action Panel to help us in this work. The committee has now been enlarged to 27 members, 9 from each state. Officers are elected each year, one from each state on a rotating basis.

The first meeting of the Citizens Committee was held in January 1964. Meetings are rotated from state to state in the three states of Michigan, Minnesota and Wisconsin. Some of the topics that we have studied and reported on include transportation, human resources, education, agriculture, beef cash crops, recreation, tourism, fisheries, forest products, industrial development, taxes and several others.

On April 11, 1967 the Upper Great Lakes Regional Commission was formed to help the Citizens Committee and various state agencies resolve the problems on a federal level by taking problems to the proper federal agency for information and funding. The commission has prepared priority action programs from all the studies that have been made.

The universities will have a vital role in helping to solve the problems of this region. We as a Citizens Committee have depended on their help and cooperation a great deal, especially the Extension organizations. It is my personal feeling that the university, through its extension function can do as much for the economy of northern Wisconsin as they have done for agriculture. We, the Citizens Committee are anxious to work with you.

DULUTH-SUPERIOR METROPOLITAN AREA PLANNING COMMISSION

Mr. Donn R. Wiski, Director
Duluth-Superior Metropolitan Area Planning Commission

When you looked at your program listing tonight's topic as "Planning the Duluth Model City Program" and saw that along with the director of the Model Neighborhood Program, the subject would also be discussed by the director of Metropolitan Planning, you may have wondered at the connection. I will attempt to explore the relationships that exist between the two endeavors with the perspective from the metropolitan viewpoint.

Let us explore momentarily just what planning is. I view planning as--knowing where you are and what you have; deciding where you want to go; and selecting the best route.

Long range planning can accommodate change. Planning can provide needed information from which to base policy decisions aimed at economically stimulating urban growth.

A plan is not a document, but a process. Information must be kept current and relevant to adequately provide for urban growth. The pivotal point of the whole process is turning planning dialogue into action. I would like to discuss the following three areas:

1) Alternatives to urbanization and relationships and significance of model neighborhood and metropolitan planning.
2) Councils of Governments - their role in metropolitan development.
3) Implementation measures specifically as they are available at the metropolitan level.

Paralleling the movement in our country toward metropolitanism there has been an insistent cry from the neighborhoods demanding government that is closer to the people through institutions such as neighborhood corporations, neighborhood centers, neighborhood city halls, and neighborhood school boards.

When the people have been given a voice they have made progress toward solution of their problems. I think Duluth's Model City Program is a case in point.

Ideas and programs developed in the neighborhood can provide important guidelines to aid in the determinations made on a regional basis. And in reverse, the metropolitan decision makers can aid the neighborhoods by effectively communicating the totality of the area-wide needs to indicate how the neighborhood can contribute to the region's growth and betterment.

Model Cities and concentrated metropolitan planning efforts got stimulus from the same source - the Demonstration Cities and Metropolitan Development Act of 1965.

The act was an effort to get local government to demonstrate means for finding alternatives to urban living and its forces of growth and decay. There are three approaches to meeting the challenge of urban growth: Reclaim central cities for residential use; Develop alternatives to metro sprawl; develop entire new cities.

With 120 government programs available to solve physical and social ills in the central cities, municipal government was offered incentives to coordinate these programs and effectuate rehabilitation.

There is an equal challenge in controlling volatile patterns of metropolitan land use alternatives to sprawl, planning for urban sewer, transportation, highways, open space, etc. Again the emphasis has been on area-wide coordination by local governments to demonstrate how federal and local resources can be brought into concert to solve pressing metropolitan needs.

In discussing the Model City approach to assisting in the urbanization of our nation and its relationship to metropolitan efforts, it must be pointed out that the urban crisis will not be resolved in the central city alone. Local, state, and regional governments must now consult, coordinate and cooperate.

The vehicle for metropolitan coordination and cooperation is taking the format of Councils of Governments (COG). In 1966 The Council of Governments movement had only 20 enlistments while now in 1968, there are over 100 in existence and over 350 regional groups which include Councils of Governments.

In most cases Councils of Government are voluntary associations of local elected governmental officials. This means, of course, that implementation of metropolitan plans and policies must be performed on a local level by each participating governmental unit.

Voluntary Councils of Governments are not another layer of government but merely a horizontal extension and cooperation of existing governments. In many cases the COGs perform, through professional staff, the comprehensive planning function for the metropolitan area.

Metropolitan planning is comprehensive planning for areas containing large urban concentrations where the dominant economic, social and physical factors arch over local and in many cases state boundaries, as in the case of the Duluth-Superior area. The people are bound together physically, economically and socially and are affected and served by not just one local unit of government but by many.

Here in the Duluth-Superior area we have been involved in metropolitan planning for four years on an interim basis and recently have moved through formation of the Head of the Lakes Council of Governments to a continuing metropolitan planning program.

The first important emerging role for metropolitan councils is to assist in breaking the institutional bottlenecks at the metropolitan level that are artificially restraining the construction volume necessary to meet the homes and facilities required by the population growth of the next 30 years. Inhibiting progress are the obstacles of parochial zoning practices, outmoded building codes, obsolete development standards.

A second urgent and related metropolitan responsibility is assisting in the securing of metropolitan social justice. Too often social ills and bigotry have helped fashion patterns of distributing jobs and homes in our metropolitan areas.

I think it is evident that the metropolitan arenas are the place where the grand political issues of contemporary America will be decided. It is here that we will resolve the conflicting goals, regional versus local, public versus private, conservation versus change, quality versus volume, identify versus diffusion, and white versus black -- that temporarily confound our progress. Metropolitan institutions and mechanisms to work out our problems must be fashioned and put into effect.

And that's the key-put into effect-which leads to the last area of consideration--implementation tools presently available on a metropolitan scale. Metropolitan planning seeks to move planning dialogue into action. Key to any implementation is, of course, the ability to develop the financing to accomplish plans and provide necessary manpower. The two principal techniques currently open are - (1) cooperation and coordination, and (2) advice and assistance.

Metropolitan planning development programs include coordination of objectives, proposals and plans at the various governmental levels. At the Head of the Lakes we have begun through the Council of Governments to establish close coordination among governmental units.

Programs for community involvement and development such as yours can play an important role in making planning relevant. I don't think I can over emphasize the importance of community involvement by our colleges and universities. I see at least five areas in which community involvement by our higher educational institutions can play an important part in making use and in development of plans:

1. Seminars on urban issues to familiarize students and community residents on the major problems facing our urban areas.
2. Development of the student intern program for students to actively participate in government and planning.
3. Involvement in the community through development and sponsorship of specific programs for community development.
4. Involvement and goal setting by educating planners to be responsive to area needs, priorities and programs.
5. Involvement in the planning process itself through direct contract with planning agencies for performance of planning functions.

The second implementation technique is advice and assistance. This program provides other planning agencies as well as local governmental and nongovernmental organizations with advice and assistance including technical information, research data, handbooks, manuals and organizational help. Again the council serves as a clearing house of information on plans, projects, proposals, and policies of all of the governmental agencies which have a direct relationship to the area. Frequently standards are established for planning regulations and their adoption and effective administration is encouraged.

Securing translation of metropolitan plans and policy recommendations in the governmental and functional agency action programs is one of the COGs major responsibilities. The success of its work in the last analysis depends on the developmental activities of all of the public agencies whether municipal, county, state, or federal and private individuals and establishments operating in the area. Public agencies shape the pattern of its private investments by providing the regional framework. A well conceived planning program recognizes these facts through the proposal of implementation policies aimed at aiding and stimulating private development.

Comments from the Director

Mr. Mark C. Flaherty, Director
Duluth Model City Program

Colleges and universities can have a large and significant role to play in the Model City program because, in essence, the Model City program is a gigantic experiment in how to deal with the current problems of urban America.

It seems to me that a university can provide valuable input in developing research models in the social, economic, and medical, etc. areas which have practical meanings to the real needs of our disadvantaged citizens. Universities can be of considerable help, particularly if they gear their social research down to the gut level needs of our society.

Another area in which universities can be of assistance to the community is to provide a stimulation wherein various local agencies can be brought together in a spirit of cooperation to attempt to work toward the common good of a particular neighborhood or community. In many large cities local agencies simply do not cooperate with one another and it is quite possible that a university could provide the leaven to stimulate needed cooperation. In smaller urban centers it might be more practical for the university to orient its activities toward providing professional expertise to the community which is wrestling with the typical urban problems but does not have an adequate staff to fully keep on top of all the assistance programs which might be available to it.

In such a community a university could be the prime mover in developing a Model Cities application, for it is not too late to get into the program, as it appears there will be a third round of applications which will be received by HUD in 1969. You will also note that as of this date there is not one single city in the State of Wisconsin that has been designated as a participant in the Model City program.

REGIONAL DEVELOPMENT AGENCIES AND ORGANIZATIONS
A Partial Listing and Description

Richard B. Schuster, Resource Development Leader
Donald G. Schink, Resource Development Specialist
Community Resource Development Department
University Extension, The University of Wisconsin

1. Northern Great Lakes Resource Development Committee - This citizens group was organized following the Land and People Conference (Duluth - 1963) for the purpose of studying the region and recommending action programs designed to help solve the social and economic problems faced by the people living in the region. The group covers a 118 county area including the northern part of Minnesota, Michigan, and Wisconsin. The NGLRD Committee consists of 9 citizens from each state. They are supported by a regional Technical Action Panel and staff service is provided by the Extension Service. The expense of Committee members is paid by funds provided by USDA agencies.

Wisconsin members are:

Wilbur Alexander, Necedah
Lawrence Gould, Peshtigo
Maurice Costello, Spooner
Edmond Miniatt, Bruce
Gordon Church, Iron Mountain, Mich.
Charles Tollander, Webster
Edward Urban, Pittsville
Harvey Wolter, Eagle River

For additional information or assistance contact:

Donald Schink, Resource Development Specialist
212 Agricultural Hall, University of Wisconsin
Madison, Wisconsin 53706

2. Upper Great Lakes Regional Commission - This commission is authorized by the Economic Development and Public Works Act, Title 5. This commission serves the 118 county area of northern Wisconsin, Michigan, and Minnesota. Members of the Regional Commission are the three Governors and Dr. Thomas Francis, Washington, D.C. Each have alternates who are instrumental in the development of commission programs.

Two of the alternates are:

Alternate to Governor Warren P. Knowles --

Dr. H. L. Ahlgren
Vice Chancellor, University Extension
513 Extension Building
432 North Lake Street
Madison, Wisconsin 53706

Alternate to Dr. Thomas P. Francis --

Mr. Harold Jordahl
Lincoln Building
303 Price Place
Madison, Wisconsin 53705

The Upper Great Lakes Regional Commission has the responsibility of assembling a development program for the region and submitting it to Congress. Regional development monies may then be appropriated to the Commission for the several projects. A program of "Early Project Priorities" for this purpose has been developed. This commission has also approved $400,000 in technical assistance projects and $2.76 million in Public Works projects (EDA designated counties).

3. Regional Planning Commissions - In recent years we have begun to realize that the economies of neighboring communities are intertwined. What happens in one community greatly affects the neighboring communities. Consequently area or regional (multi-county) planning is vitally important to that area or region.

Wisconsin now has eight regional planning commissions. Four of these cover from seven to ten counties, two cover one county, and two are parts of a county. A map showing the regional planning commissions in Wisconsin is attached.

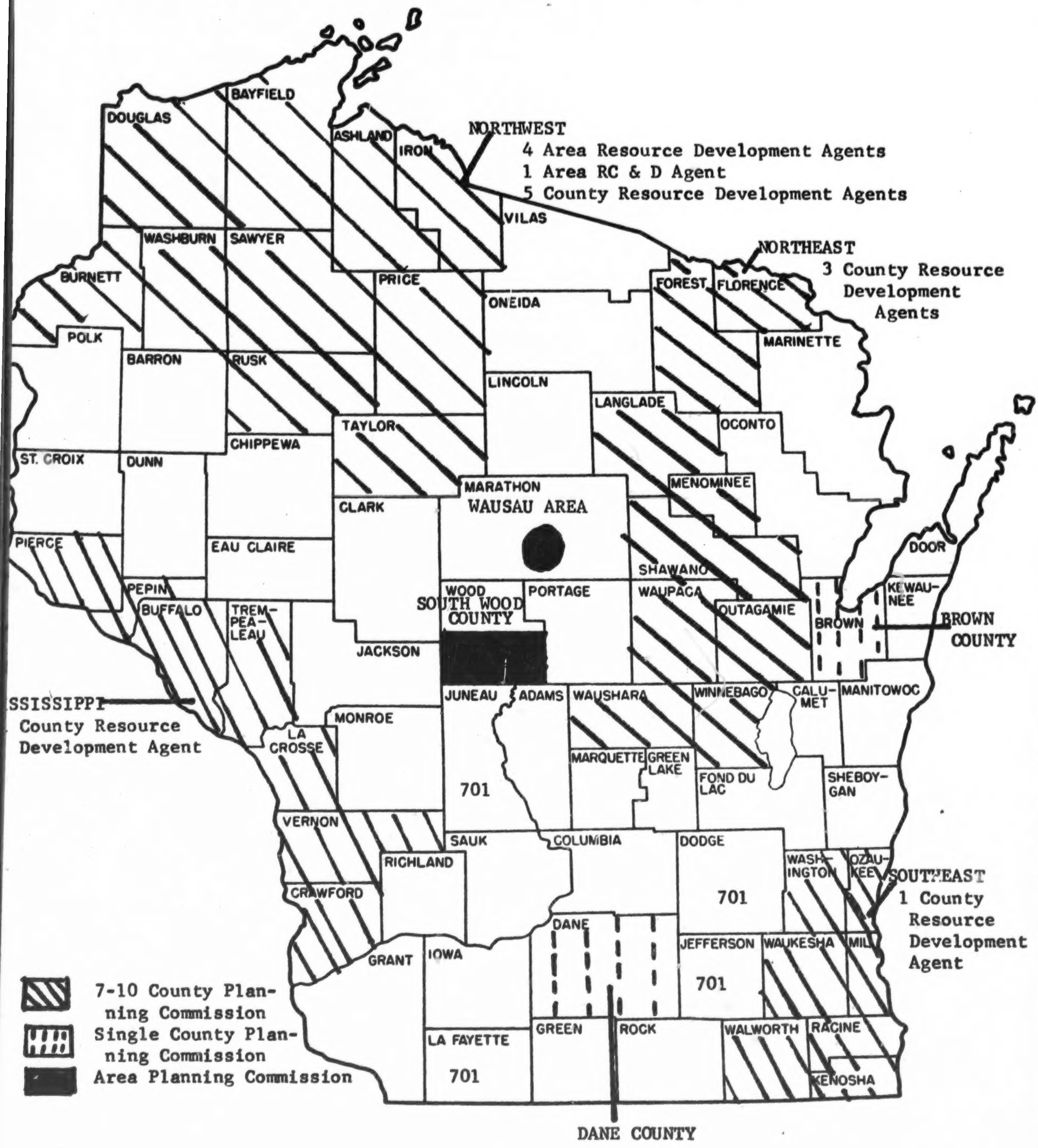
These commissions have developed regional Overall Economic Development Plans to guide the growth of their area. As rapidly as staff time permits they are implementing the several parts of the development plans.

Some areas for major emphasis include land use planning and zoning, comprehensive sewer and water planning, recreation complex planning, water quality, transportation plans and population studies.

The Department of Local Affairs and Development is giving state-wide leadership to the regional planning commissions.

4. Cooperative Area Manpower Planning System (CAMPS) - Crucial to the effectiveness of the vast effort invested in the nation's various attacks on poverty and lost opportunity are mutual planning and implementation of action programs. On the manpower side, the vehicle for coordination at all levels

Wisconsin Regional Planning Commissions
County 701 Plans
University Extension Resource Development Agents in Planning Commissions


NORTHWEST
4 Area Resource Development Agents
1 Area RC & D Agent
5 County Resource Development Agents
NORTHEAST
3 County Resource Development Agents
SSISSIPPI
County Resource Development Agent
SOUTHEAST
1 County Resource Development Agent
WAUSAU AREA
SOUTH WOOD COUNTY
BROWN COUNTY
DANE COUNTY
701
701
701
701
DOUGLAS
BAYFIELD
ASHLAND
IRON
VILAS
BURNETT
WASHBURN
SAWYER
PRICE
ONEIDA
FOREST
FLORENCE
MARINETTE
POLK
BARRON
RUSK
LINCOLN
LANGLADE
OCONTO
TAYLOR
CHIPPEWA
ST. CROIX
DUNN
MARATHON
MENOMINEE
CLARK
DOOR
PIERCE
EAU CLAIRE
SHAWANO
PEPIN
WOOD
PORTAGE
WAUPACA
KEWAUNEE
BUFFALO
TREMPEALEAU
OUTAGAMIE
BROWN
JACKSON
JUNEAU
ADAMS
WAUSHARA
WINNEBAGO
CALUMET
MANITOWOC
MONROE
LA CROSSE
MARQUETTE
GREEN LAKE
FOND DU LAC
SHEBOYGAN
VERNON
SAUK
COLUMBIA
DODGE
RICHLAND
WASHINGTON
OZAUKEE
CRAWFORD
DANE
GRANT
IOWA
JEFFERSON
WAUKESHA
MIL
GREEN
ROCK
WALWORTH
RACINE
LA FAYETTE
KENOSHA
▧ 7-10 County Planning Commission
▥ Single County Planning Commission
■ Area Planning Commission

is the Cooperative Area Manpower Planning System (CAMPS). Although focused on the programs funded in part or in whole by the Federal Government, it is designed to include State and local as well as Federal organizations concerned directly or indirectly with manpower, both public and nongovernmental groups. In brief, the system involves cooperative planning committees.

State leadership for the CAMPS program is vested with the Wisconsin State Employment Service. Contact them for additional information or assistance.

5. Concentrated Employment Program (CEP) - Concentrated Employment Programs are designed to recruit, counsel, train, and improve the employment capability of people whose family income is below the poverty index. In general, those who are eligible are low-income, unemployed and under-employed persons.

Now approved is a CEP project for the ten county area in Northwestern Wisconsin. The project calls for funding approximately $2,225,000 for programs to be carried out over a period of 18 months.

The program is administered by the Community Action Agency with general supervision by the Wisconsin State Employment Service as agents of the Department of Labor.

6. Great Lakes Basin Commission - This commission, created by executive order of President L.B. Johnson, is charged with the responsibility of developing a program of water quality in the Great Lakes and their watershed area. This includes much of Wisconsin's land area. It is hoped that programs will abate the pollution of the Great Lakes.

For information or assistance contact --

Raymond Clevenger, Chairman
Great Lakes Basin
Room 4102, I.S.T. Building
2200 North Campus Blvd.
Ann Arbor, Michigan 48105

7. Recreation, Conservation and Development Districts (RCD) - These districts have been formed to accelerate the planning and development of Conservation, Recreation, and Industrial Development programs. Additional agency personnel and development funds have been directed to these districts.

RCD programs are administered by the Soil Conservation Service of the U.S. Department of Agriculture. One RCD area has been designated in Wisconsin. The area, originally encompassing Price, Rusk, and Taylor Counties (Pri Ru Ta) has recently been expanded to include all of the counties in the ten county Northwest Planning Commission area. The headquarters is located at Ladysmith.

8. Community Action Programs (CAP) - Community Action Program agencies are now in operation in Wisconsin bringing special programs to low income people. They are set up with a local board, including representatives of the poor, and plan and conduct programs for their area. They are funded through the Office of Economic Opportunity.

For information or assistance contact --

Mr. Robert Smith
Department of Local Affairs and Develop.
214 North Hamilton
Madison, Wisconsin

9. Technical Action Plan (TAP) - Technical Action Panels, organized by the U.S. Department of Agriculture, were developed to make sure rural communities and rural people are aware of and have an opportunity to use all of the services available from all federal and state agencies. Serving on TAP are representatives of Federal, State and local agencies. Technical Action Panels have now been organized at several geographic levels. These are --

County - Panel members are county representatives of USDA and other agencies.

Area - Members are largely area supervisors of USDA and other agencies.

State - Panel members are the heads of Federal and State agencies or their representatives.

Regional - The Regional TAP serves the states of Wisconsin, Michigan and Minnesota. The Regional Panel is made up of the three state TAP's.

For assistance or information contact any of the USDA or other agency representatives who are TAP members.

Appendix

Agenda

Participant List

AGENDA

Second Area Development Seminar
Consortium Project - Title I, Higher Education Act of 1965
Wisconsin State University - Superior
September 19-21, 1968
Rothwell Student Center

Thursday Afternoon, September 19, 1968

Opening Session -	Dr. John C. Haugland, Vice President for Academic Affairs and Dean of the Faculty, Wisconsin State University - Superior, Chairman
1:00 - 1:30	Registration President's Room, Rothwell Student Center
1:30	Welcome - President Karl W. Meyer, Wisconsin State University - Superior
	"Objectives of the Seminar" - Dr. Haugland
1:45	ROLE OF THE STATE UNIVERSITIES IN COMMUNITY AND AREA RESOURCE DEVELOPMENT
	"From the Institutional Point of View" - Dean Paul A. Yambert, School of Applied Arts and Sciences; Chairman of Consortium Committee, Wisconsin State University - Stevens Point
	"From the System's Point of View" - Dr. Kenneth Lindner, Wisconsin State University Board of Regents Office, Madison
	Discussion Period
3:15	Break
3:45	ROLE OF THE PRIVATE COLLEGES IN COMMUNITY AND RESOURCE DEVELOPMENT
	Dr. Frank Zeidler, Director of Development, Alverno College, Milwaukee
	Discussion Period

Thursday Evening

6:30	Dinner Meeting of the Consortium Committee Dean Paul A. Yambert, Chairman President's Room, Rothwell Student Center

Friday Morning, September 20, 1968

Dr. Robert C. Clark, Director, Consortium Project - Chairman

9:00 **ROLE OF UNIVERSITY EXTENSION-UW IN COMMUNITY AND AREA RESOURCE DEVELOPMENT**

Dr. Raymond D. Vlasin, Assistant Chancellor, University of Wisconsin Extension and University of Wisconsin - Green Bay

Discussion Period

10:15 Break

10:45 **THE CHALLENGE OF PLANNING FOR COMMUNITY RESOURCE DEVELOPMENT**

Dean Gale L. VandeBerg, Economic and Environmental Development, University Extension, University of Wisconsin, Madison

Discussion Period

12:00 Lunch

Friday Afternoon, September 20, 1968

Professor Steven Steinglass, Wisconsin State University - Platteville, Chairman

1:30 **UNIVERSITIES' ROLE IN THE PLANNING PROCESS - Panel Discussion:**

Robert D. Larsen, WSU-Superior (Moderator)
Irving Korth, WSU-Stevens Point
A.B. Thompson, Jr., WSU-Platteville
W.H. Tishler, University of Wisconsin, Madison
Jack C. Ferver, University of Wisconsin, Madison
Virginia Burtness, Bayfield

3:15 Break

3:45 **PROGRAM AND RESOURCES OF A PLANNING COMMISSION**

Mr. Leland E. Newman, Director, Northwestern Regional Planning Commission, Spooner

Discussion Period

Friday Evening, September 20, 1968

Dr. John C. Haugland, Chairman

6:00 Social Hour - London House, Duluth

7:00 Dinner - London House, Duluth

8:00 PLANNING THE DULUTH MODEL CITY PROGRAM - London House, Duluth

Mr. Mark Flaherty, Director, Duluth Model City Program
Mr. Donn Wiski, Duluth-Superior Metropolitan Area Planning Commission

Saturday Morning, September 21, 1968

Dr. Jack C. Ferver, Administrator, Title I Higher Education Programs, Chairman

9:00 PROGRAM AND RESOURCES OF NORTHERN GREAT LAKES RESOURCE DEVELOPMENT COMMITTEE

Mr. M. J. Brunner, Vice Chairman, Rhinelander

Discussion Period

10:00 Break

10:15 PROGRAM AND RESOURCES OF THE DEPARTMENT OF LOCAL AFFAIRS AND DEVELOPMENT

Mr. Douglas G. Weiford, Secretary, State Department of Local Affairs and Development, Madison

Discussion Period

11:30 FUTURE PLANS OF THE WISCONSIN AREA DEVELOPMENT CONSORTIUM PROJECT

Dean Paul A. Yambert, Chairman
Dr. Robert C. Clark, Director

12:00 Adjourn

PARTICIPANT LIST

Wisconsin State Universities

Kenneth Lindner, WSU Board of Regents Office, Madison

Eau Claire

Mrs. Hilda Carter, Public Information Officer
V. Duane Henre, Director of Development
Richard E. Hibbard, Vice President, Academic Affairs

Oshkosh

Harold D. Crouse, Director, Division of Extended Services

Platteville

Reza Rezazadeh, Director, Institute of Public Affairs & Chairman, Political Science
Steven Steinglass, Assistant Professor, Political Science & Assistant Director, Institute of Public Affairs
Arthur B. Thompson, Jr., Professor, Political Science

River Falls

Albert J. Beaver, Chairman, Department of Plant & Earth Science
Walker D. Wyman, Professor of History

Stevens Point

Irving Korth, Director, Title I Project & Professor, Conservation
Paul A. Yambert, Dean, Applied Arts & Science & Chairman, Consortium Committee

Superior

John Haugland, Vice President, Academic Affairs & Dean of Faculty
Robert D. Larsen, Co-Director, Community Development Institute
Karl W. Meyer, President
Timothy T. Roberts, Director, Planning and Development

Whitewater

H. Gaylon Greenhill, Executive Director, Summer Session and Extension Service

Vocational-Technical-Adult Education Schools

MTC, Milwaukee - Eldred K. Hansen, Dean, Jr. College
NCTI, Wausau - Russell Paulsen, Administrator, Research and Planning
Wisconsin Board Vocational-Technical-Adult Education, Madison - Roland J. Krogstad, Supervisor of Research

Private Colleges and Universities

Alverno College, Milwaukee - Frank Zeidler, Director of Development
Edgewood College, Madison - Linda S. Lamb, Staff Assistant, Public Relations
Mt. Senario College, Ladysmith - Cliff Rayment, Director, Division of Education - Title I Liaison; Sr. M. Angelica Vogel, Chairman, Social Science Department
St. Norbert College, DePere - Frank Wood, Title I Liaison Officer & Director, Experimental Studies

Regional & Local Planning Commissions

Neal Bartholomew, Planning Coordinator, City of Eau Claire
Mrs. Virginia Burtness, Chairman, Planning Commission, Bayfield
M.J. Brunner, Vice Chairman, Northern Great Lakes Resource Development Committee, Rhinelander
Mark Flaherty, Director, Duluth Model City Program, Duluth
Donn Wiski, Duluth-Superior Metropolitan Area Planning Commission, Duluth

State Agencies

Charles Hill, Deputy Secretary, Department of Local Affairs & Development, Madison
Al Karetski, Director of Planning, Department of Local Affairs & Development, Madison
Leland Newman, Director Northwestern Regional Planning Commission, Spooner

University Extension--University of Wisconsin

Robert C. Clark, Director, Title I Consortium Project & Resource Development Specialist, Madison
Jack Ferver, Administrator, Title I, Madison
A.J. Francour, Administrator, Title I, Madison
James Gilligan, Chairman, Community and Natural Resource Development, Madison
Ray Polzin, County Agent, Superior
R. B. Schuster, Community Resource Development Leader, Madison
William Shimel, District Director, Community Programs, Rhinelander
Elaine M. Staley, Program Specialist, Title I, Madison
Gale L. VandeBerg, Dean, Division of Economic & Environmental Development, Madison
Raymond D. Vlasin, Assistant Chancellor, Green Bay

University of Wisconsin

William Tishler, Assistant Professor, Department of Landscape Architecture, Madison

Others

Lawrence M. Hagen, Chairman, Superior Association of Commerce Urban Redevelopment Committee, Superior
Raymond Pagel, Green Bay Press Gazette, Green Bay